Government of Sierra Leone

Sierra Leone Education Sector Plan

Transforming Learning for All

2022 - 2026

Table of Contents

List of Figures

List of Tables

List of Acronyms and Abbreviations

ACC	Anti-Corruption Commission
ASC	Annual school census
BECE	Basic Education Certificate Examination
BMAPS	Benchmark Minimum Academic and Professional Standards
BOG	Board of Governors
CLC	Community Learning Centre
CPD	Continuous Professional Development
COVID-19	Coronavirus disease
CSE	Comprehensive Sexuality Education
CSO	Civil Society Organization
DDE	Deputy Director of Education
DEO	District Education Office
DHS	Demographic and Health Survey
DSTI	Directorate of Science, Technology, and Innovation
ECD	Early Childhood Development
ECOWAS	Economic Community of West African States
EDPG	Education Development Partners Group
EDWG	Education Data Working Group
EET	Emergency Education Taskforce
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EIA	Environment Impact Assessment
ESA	Education Sector Analysis
ESP	Education Sector Plan
FQSE	Free Quality School Education
GBV	Gender-Based Violence
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GoSL	Government of Sierra Leone
GRM	Grievance Redress Mechanism
HE	Higher Education
HEI	Higher Education Institution
ICT	Information Communication Technology
IIEP-UNESCO	UNESCO International Institute for Educational Planning
JSS	Junior Secondary School
LCEC	Local Council Education Committee
LGA	Local Government Act
LMS	Learning Management Systems
MBSSE	Ministry of Basic and Senior Secondary Education
MICS	Multiple Indicator Cluster Survey
MOHS	Ministry of Health and Sanitation
MOU	Memorandum of Understanding
MPS	Minimum Professional Standards
MTHE	Ministry of Technical and Higher Education
MTNDP	Medium-Term National Development Plan

M&E	Monitor and Evaluation
NCTVA	National Council for Technical, Vocational, and other Academic Awards
NFE	Nonformal Education
NGO	Non-Governmental Organisation
NIDS	National Innovation and Digital Strategy
NPSE	National Primary School Examination
NQF	National Qualifications Framework
NTHEC	National Tertiary and Higher Education Census
NVC	National Vocational Certificate
ODA	Official Development Assistance
OOSC	Out of School Children
PHE	Physical and Health Education
PPP	Public Private Partnership
PQTR	Pupil-Qualified Teacher Ratio
PSRU	Public Sector Reform Unit
PTA	Pupil Teacher Association
PTR	Pupil-Teacher Ratio
SDG	Sustainable Development Goals
SGLA	Secondary Grade Learning Assessment
SICAP	School Infrastructure and Catchment Area Policy
SLIHS	Sierra Leone Integrated Household Survey
SMC	School Management Committee
SNE	Special Needs Education
SGBV	Sexual and Gender-Based Violence
SO	Strategic Objective
SSS	Senior Secondary School
STEAM	Science, Technology, Engineering, Agriculture, and Mathematics
TA	Technical Assistance
TEC	Tertiary Education Commission
TEI	Tertiary Education Institutions
TLM	Teaching and Learning Materials
TSC	Teaching Service Commission
TTC	Teacher training colleges
TVC	Technical and Vocational Centres
TVET	Technical and Vocational Education and Training
UNICEF	United Nations Children's Fund
WAEC	West African Examinations Council
WASSCE	West African Senior Secondary Certificate examination
WFP	World Food Programme

Foreword

Once in a lifetime there comes an opportunity to establish a new foundation and to do things differently in education. Such time is now with the coming of a new government determined to use education as the foundation for national development.

With this in mind, the two Ministries of Education – the Ministry of Basic and Senior Secondary Education (MBSSE) and the Ministry of Technical and Higher Education (MTHE), came together to produce a single Education Sector Plan (ESP) that is cognisant of the major priorities of both ministries, whilst ensuring the full alignment of all interventions and activities. At the heart of the plan are learners – all learners. This becomes quickly apparent as you read through the document and go through the monitoring and evaluation framework.

Pass rates in all school level examinations are improving and increasing numbers of students are graduating from institutions at tertiary level. Yet, learning assessment tests, reports from university entry interviewers and reports from employers all indicate that there are learning deficits requiring urgent attention. It is therefore appropriate that this sector plan gives attention to transforming learning for all in Sierra Leone. Special attention is given to foundational learning, as many of the deficits identified in later years can be directly traced to shortcomings in learning in the foundational years.

At the same time, the plan recognises that the desired improvement in foundational learning is only possible with improved outputs of tertiary level institutions. It is for this reason that all tertiary level interventions in the plan involve activities that target learning improvement.

The introduction of the Free Quality School Education (FQSE) programme in 2018 has resulted in not only an unprecedented increase in enrolment at school level, but also a demand for entry to public tertiary level institutions that has never been seen before. This increase in demand must be matched by tangible improvement in the quality of teaching and learning to prevent public disillusionment about the benefits of education.

Attention has to be given not only to those who strive for entry to colleges and universities, but also to those who opt for Technical and Vocational Education and Training (TVET) institutions that provide the skilled manpower, without which our aim to become a middle-income country by 2030 will remain a dream. It is for this reason that, in addition to the emphasis in this plan on learning rather than on access, more attention is given to TVET than in any of the preceding ESPs for Sierra Leone.

This plan will be implemented under the shadow of a distant war, which affects the wellbeing of all nations, and at a time when the spectre of the Coronavirus pandemic (COVID-19) still hangs over the world. Neither Ebola nor COVID-19 was anticipated when the immediately preceding ESP was being drafted, and both necessitated changes to deal with the new reality. Given the prevailing circumstances, it is therefore possible that changes might be required during the course of implementing this plan. These changes are not expected to be major given the resilience that the system has shown in the past. as well as Sierra Leone's past experiences and the sector's preparedness for emergencies.

It follows from the above that we find that this plan ticks all the right boxes for bringing about the transformation in education needed for Sierra Leone to meet its human development goals and become an example for other Sub-Saharan countries.

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Acknowledgements

Traditional leaders (Paramount Chiefs) and Parliamentarians featured prominently in consultations alongside representatives of Local Councils, representatives of market women, representatives of bike riders and representatives of both school and college students.

Civil Society groups worked hard to keep developers of the plan focused and responsive to questions from stakeholders. They were represented at all stages of the development process and made inputs and comments on all drafts of the plan hence contributing significantly to this final document. Without these people this document would be little more than a theoretical treatise.

To all of those mentioned above, and the many more who are not mentioned but who contributed to the development of this plan, the Government of Sierra Leone, through its Ministries of Technical and Higher Education and Basic and Senior Secondary Education, extends its thanks and acknowledgement of the important roles played by all.

Executive Summary

The *Sierra Leone Education Sector Plan 2022-2026: Transforming Learning for All* (ESP) builds upon the achievements of the sector plan from 2018-2022 and focuses on improving learning outcomes for all children and youth. The document is guided by the recommendations of several analytical documents such as the *Sierra Leone Education Sector Analysis: Assessing the Enabling Environment for Gender Equality* (2020); the *Joint Education Sector Review* (2021), and research presented at the Education Conference held during the Annual Week of Education in December 2020. In addition, several national policies, laws, and plans informed the ESP, including the Medium-Term National Development Plan 2019-2022 (MTNDP); the National Policy on Radical Inclusion (2021), the National Policy on Integrated Early Childhood Development (2021), the National Gender Strategic Plan (2013-2018), the National Strategy for the Reduction of Adolescent Pregnancy and Child Marriage (2018-2022), the Child Rights Act (2007) and the National Technical and Vocational Education and Training Policy (2019).

The current government's education agenda is outlined in its Medium-Term National Development Strategy, which has two broad result areas in education:

1. Ensuring free quality basic and senior secondary education; and
2. Strengthening tertiary and higher education.

The government launched its flagship Free Quality School Education Programme (FQSE) as a vehicle for operationalising its vision for education. Two major health emergencies have negatively impacted the education service delivery during the last six years. The first was the Ebola virus epidemic (2014-2016), which led to nearly 4,000 deaths and prolonged school closures. Before the country had fully recovered from the aftermath of the Ebola virus epidemic, COVID-19 struck, resulting in further school closures and severe economic downturn.

The process of developing the ESP was fully government led. It was highly participative, collaborative, and interactive. A large group of individuals representing the ministries, universities, civil society organisations (CSOs), national and international agencies, and private sector schools developed the initial draft. This draft was further refined in writing workshops that brought together education officials, academics, sector specialists, officials from other ministries such as Finance, Planning and Economic Development, as well as from Statistics Sierra Leone (SSL), Tertiary Education Commission (TEC), Teaching Service Commission (TSC), Nonformal Education Council, various professional bodies, and local consultants. Multiple drafts of the ESP received feedback from donors, non-governmental organisations, and CSOs that make up the Local Education Group. The IIEP UNESCO provided support on the costing model and on integrating gender equality in the ESP through the Gender at the Centre Initiative.

The overarching goal of the ESP is for the education system to improve learning outcomes for all children and youth. Whilst there have been significant improvements in access to education over the last decade, especially with the launch of the FQSE programming, learning outcomes are low. If education is to help transform lives, communities, and the national economy, the most important factor in achieving this must be the quality of learning: not just how many children enter the system, but the skills, knowledge, and values they acquire whilst they are there.

The Government of Sierra Leone (GoSL) envisages that every child, regardless of circumstance, should have the opportunity to access and complete quality education, whilst showing proficiency in all assessed areas. To achieve this overall goal, the Ministry of Basic and Senior Secondary Education (MBSSE) and the Ministry of Technical and Higher Education (MTHE) will focus on nine core objectives:

1. Strengthen the instructional core
2. Recruit, retain, and support excellent educators
3. Reduce gender and other disparities in educational access, experience, and outcomes for the most marginalised
4. Provide safe, healthy, and conducive learning environments for all
5. Strengthen governance, management, and accountability for performance
6. Enhance emergency prevention, preparedness, response, and recovery
7. Eliminate corruption in education
8. Strengthen partnerships in support of learning and work readiness
9. Increase the use of data and technology to support learning and education service delivery.

The ESP is divided into six main chapters. Chapter 1 provides the general socio-economic, political and demographic background. Chapter 2 provides a summary diagnosis of the education sector. Chapter 3 outlines the goals, priorities, and key strategies of this ESP, and chapter 4 outlines the plan activities. Chapters 5 focuses on implementation and monitoring approaches, whilst chapter 6 covers cost and financing. Gender equality and social inclusion are recurring themes.

The MBSSE and MTHE will be responsible for the overall implementation, coordination, and oversight of the activities outlined in this ESP. The MBSSE has overall responsibility for the pre-primary, primary, junior, and senior secondary, as well as the non-formal and adult literacy sectors. The MTHE is responsible for Technical and Vocational Education and Training (TVET) and higher education. In addition, the two ministries have semi-autonomous agencies such as the Teaching Service Commission (TSC), which will also be responsible for implementation. Since the implementation of basic education is the responsibility of local councils, the MBSSE will support and oversee local councils as they localise and implement the ESP activities.

The ESP will have a strong focus on the monitoring and evaluation of results and outcomes to ensure that the implementation of the plan remains on track to achieve its targets and goal. Progress on the overall goal of the ESP will be tracked by measuring the following outcomes:

- Increase in the percentage of students who meet and exceed minimum benchmarks for reading and mathematics in Class 4.
- Increase in the percentage of students who pass mathematics and language arts in the Basic Education Certificate Examination (BECE): grade 6 or better.
- Increase in the percentage of students who pass mathematics and English language in West African Senior Secondary Certificate Examination (WASSCE): grade 6 or better.
- Increase in the percentage of technical and higher education graduates that secure a job or are self-employed within one year of graduation.
- Increase in the percentage of youths in non-formal programmes certified as functionally literate and numerate.

The preliminary cost of implementing the ESP and sustaining the system is Le 10.6 trillion (USD 935.3 million, at the exchange rate of USD 1 = Le 11,393), averaging Le 2.1 trillion (USD 194.5 million) per year. The financing gap is estimated at 3 trillion Leones (USD 227 million) without factoring in the commitment from development partners.

Chapter 1: Socio-Economic, Political and Demographic Background

Introduction

The GoSL has made education and human capital development the foundation of its MTNDP, showing a strong commitment to improving the educational outcomes of its citizens.[1] The FQSE programme, the government's flagship programme, is pivotal to the nation's aspiration for socioeconomic transformation. The ESP will guide development of the education sector over a five-year period, spanning from 2022 to 2026.

The ESP's purpose is to provide overall direction, identify priorities, create hope, and energise the education community, stakeholders, and the public. It provides clear goals and expectations, prioritises resources, and provides measurable indicators and a results framework for tracking progress towards the achievement of sector goals.

The overall goal of this five-year plan is to improve learning outcomes for all learners. Whilst there have been significant improvements in access over the last decade, especially with the launch of the FQSE programming, learning outcomes remain low. If education is to help transform lives, communities, and the national economy, the most important factor in achieving this must be the quality of learning: not just how many children enter the system, but the skills, knowledge, and values they acquire whilst they are there.

The ESP is divided into six main chapters. Chapter 1 provides the general socio-economic, political, and demographic background. Chapter 2 provides a summary diagnosis of the

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[1] Government of Sierra Leone, "Sierra Leone's Medium-Term National Development Plan 2019-23: Education for Development. Volume 1."

education sector. Chapter 3 outlines the goals, priorities, and key strategies of this ESP, and chapter 4 outlines the plan activities. Chapters 5 focuses on implementation and monitoring approaches, whilst chapter 6 covers cost and financing. Gender is a recurring theme throughout the ESP. A deliberate effort was made to address and analyse issues relating to gender and to ensure that activities are both gender-friendly and inclusive. Statistical data are gender-disaggregated to the extent possible.

Socio-demographic context

Population profile

The total population of Sierra Leone was estimated to be 7.9 million in 2020, with an annual population growth rate of 2.1%; this is lower than the average for Sub-Saharan African countries (2.6%). If this growth rate continues, at least one million more people will be added to the population by 2026, with double the population expected in 33 years. This growing population means more schools, teachers, and classrooms will be needed in the future.

In 2019, the school-age population, composed of children and youth aged 3-24 years, reached 4.1 million (50% female), up from 3.3 million in 2011 and representing 52% of the total national population. Children eligible for basic and secondary education made up 74% of the school-age population. Of the total population in the country, 59% live in rural areas, 51% are girls and women, 40% are below the age of 15 years, and 32% suffer from severe food insecurity.

Health

According to the MTNDP, health, like education, is essential for sustained GDP (Gross Domestic Product) growth and economic transformation. Whilst some key health outcomes have improved over the last decade, overall health outcomes remain low compared to similar countries. The 2019 Demographic and Health Survey (DHS 2019) found that the under-five mortality rate decreased from 156 deaths per 1,000 live births in 2013 to 122 deaths per 1,000 live births in 2019. Similarly, the infant mortality rate decreased from 92 to 75 deaths per 1000 live births. This still means that one in eight children die before the age of five, which is an unacceptably high number. Many of these deaths are from preventable diseases such as malaria. Furthermore, 30% of children (32% boys and 27% girls) under the age of five are stunted, which is correlated with lower academic achievement. The pregnancy-related mortality ratio in 2019 was 796 deaths per 100,000 live births, down from 857 deaths per 100,000 live births in 2013. Additionally, 21% of teenagers between the ages of 15-19 have given birth.

According to the MTNDP, Sierra Leone's health sector is faced with a myriad of challenges, including, but not limited to, weak infrastructure; poor conditions of service for health workers; poor governance and management of delivery systems; a weak human resource base; low per capita expenditure on health (the health allocation is below 15% of the national budget, which is the 2001 Abuja Declaration minimum); inadequate disease prevention; a poor control and surveillance programme; poor quality data; and limited access to sexual and reproductive health services. Out-of-pocket health expenditure is high compared to other countries in the region and the Sub-Saharan African average, thus limiting the affordability of health care in the country, particularly for the poorest. The Ebola virus epidemic and the COVID-19 pandemic have put even more stress on the health system.

Poverty and inequality

The poverty rate, as measured by the national poverty line, was estimated at 57% in 2018.[2] Female-headed households were slightly less likely to be in poverty (55%) than male-headed households (57%). The poverty rate is more pervasive among the rural population, with 74% living in poverty, compared to a mere 35% of the urban population. The incidence of poverty is highest in the Northern region and lowest in the Western region; Freetown, the capital city, has the lowest poverty rate. Whilst overall poverty rates have been declining, inequality is on the rise.

A recent study of the population of out-of-school children found that poverty plays an important role in determining whether children can attend school. Money, or lack thereof, was named as one of the top four priorities by 85% of survey participants.[3] The DHS 2019 also shows large disparities in attendance rates based on wealth quintiles; the net attendance rate (NAR) in primary schools was 80% for children in the lowest wealth quintile and 92% for children in the highest wealth quintile. For secondary education, the gap was even larger, with 22% of children from households in the lowest wealth quintile, and 67% of children in the highest wealth quintile.

Another indicator of poverty, food insecurity, has worsened over the last decade according to the 2020 Comprehensive Food Security and Vulnerability Analysis.[4] The study found that 4.9 million people (almost 60% of the population) were food insecure, with the number of people facing severe hunger having tripled in the ten years between 2010 and 2020. Some of this increase in food insecurity can be attributed to the COVID-19 pandemic, but there are structural issues such as outdated agricultural methods, expensive inputs, poor access to markets and high food costs that also contribute to food insecurity. As a result of this food insecurity, malnutrition rates are high, especially among children. According to DHS 2019, the malnutrition rates are slightly lower for girls (9.4%) than boys (10.5%).

Gender

Despite making up just over half of the country's population, girls and women remain marginalised across all sectors, and gender inequality and discrimination remain high. Sierra Leone regularly ranks at the bottom of global indices of gender inequality, such as the Gender Inequality Index (182 out of 189 in 2019) [5] and the Global Gender Gap Index (121 out of 156 in 2020).[6] These indices are based on measures of health and survival, women's empowerment, economic participation, and educational attainment.

Various administrations have undertaken several initiatives to address issues around gender inequality and discrimination. These include laws addressing domestic violence, inheritance rights, marriage rights, criminalisation of sex without consent, and strategies to address teenage pregnancy and child marriage. In 2021, the Gender Empowerment Bill was introduced,

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2 Sierra Leone Integrated Household Survey (SLIHS) 2018.
3 Hannah Graham et al., "Sierra Leone Out Of School Children Study."
4 World Food Programme and Government of Sierra Leone, "State of Food Security in Sierra Leone: Comprehensive Food Security and Vulnerability Analysis," May 2021, https://docs.wfp.org/api/documents/WFP-0000129312/download/.
5 http://hdr.undp.org/en/composite/GII
6 World Economic Forum, "Global Gender Gap Report 2021: Insight Report."

which would reserve a minimum of 30% of seats for women in parliamentary and local council elections and appointed public positions.

Sexual and Gender-Based Violence (SGBV) is a serious and urgent concern, with an estimated 61% of women aged 15–49 reporting having experienced physical violence since the age of 15 in the 2019 DHS (up from 56% in 2013).[7]

Political administration

Sierra Leone is currently led by His Excellency Retired Brigadier-General Julius Maada Bio as President and Commander in Chief of the Armed Forces, following his election in March 2018. The country is administratively divided into five regions (Eastern, North Western, Northern, Southern and the Western Area), 16 districts, and 149 chiefdoms. The 2004 Local Government Act (LGA) put in place decentralisation reforms to achieve political and administrative decentralisation. The LGA established 19 local councils, which are further divided into wards. The LGA also devolved certain ministry functions to the local councils. In education, local councils are responsible for the management of basic education, whilst secondary and tertiary education is managed by the Central Ministry.

Economic context

Due to the COVID-19 pandemic and its adverse effect on international and domestic trade, travel and tourism, Sierra Leone's economy contracted by 2.2% in 2020.[8] Trade and tourism were the hardest hit sectors, but agriculture, mining, and construction also slowed.[9] GDP per capita fell by 4% and poverty rates increased, especially in Freetown. Research from the International Growth Centre found that female-headed households, which were already more vulnerable, became even more so during the pandemic.[10] Despite the downturn of 2020, the economy is projected to grow in 2021 and beyond, but slower than before the pandemic.[11] At $624, GDP per capita is one of the lowest in the world.[12]

Agriculture, the country's main economic activity, accounts for 50% of the country's GDP. The service industry, which brings together trade and tourism, transport and communication, and financial services, accounts for 37% of GDP. The third key sector of the economy, which brings together mining, manufacturing and construction, accounts for about 10% of GDP. The mining industry is particularly buoyed by the considerable deposits of natural resources, including diamonds, titanium ore, bauxite, iron ore, gold, and chromite. These important resources are key to the country's economic strength and are major foreign exchange earners.[13]

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7 2019 SLDHS

8 World Bank, "World Development Indicators | DataBank."

9 Government of Sierra Leone and Ministry of Finance, "Annual Economic Bulletin Financial Year 2020."

10 Madison Levine et al., "How Is COVID-19 Affecting Gender Inequality in Low-Income Countries?"

11 Kiendrebeogo, Youssouf et al., "Welfare and Poverty Effects of the COVID-19 Pandemic."

12 World Bank, "World Development Indicators | DataBank."

13 Republic of Sierra Leone, *Education Sector Analysis of the Republic of Sierra Leone: Assessing the Enabling Environment for Gender Equality*.

Employment

Sierra Leone's total labour force was reported to be 2.7 million in 2020, up from 2.4 million in 2016.[14] The unemployment rate was estimated at 4.6% in 2020, compared to 6.4% in Sub-Saharan Africa.[15] According to DHS 2019, men are more likely to be employed[16] than women (72% versus 69%), and rural men and women are more likely to be employed than urban men and women. The lowest employment rates were in the Western Area, which holds the capital city. Those with no education were the most likely to be employed. In terms of occupation, most people are employed in the agricultural sector (54% of women and 49% of men). Women were also overrepresented in the sales and services sector but underrepresented in manual work (skilled and unskilled) and professional jobs.

Official development assistance

The GoSL continues to receive development assistance from bilateral and multilateral donors. The top ten donors include bilateral donors, such as the United Kingdom, United States, Germany, Kuwait and Korea, and multilateral organisations such as World Bank, European Union Institutions, African Development Bank, UNICEF, and The Global Fund. In terms of development assistance by sector, between 2018 and 2019, health received the largest share (42%) followed by education (18%) and other social services (13%).[17] Net Official Development Assistance (ODA) per capita has declined from a high of US$132 in 2015 to $76.1 in 2019, and the share of Net ODA received as a percentage of Gross National Income (GNI) declined from 22.7% to 14.8% during the same period.

Digitisation of the economy

In 2019, the GoSL developed a 10-year National Innovation and Digital Strategy (NIDS 2019-2029), which outlined the government's vision for using technologies to improve service delivery, citizen engagement, and economic productivity. The goal is to use science, technology, and innovation to support the achievement of the objectives of the MTNDP. The implementation of the policy is led by the Directorate of Science, Technology, and Innovation (DSTI) in the Office of the President. Some of its current projects include the Education Data Hub, which is a dashboard that provides access to key education data, an integrated geographic information system (GIS) portal, and a digital learning hub to provide skills to employees.

The NIDS and the DSTI are developing applications and projects that take advantage of the fact that mobile phones are the most commonly found items in most households (93% of urban and 58% of rural households).[18] Ownership of mobile phones is still much higher among men (64%) than women (43%), and women in rural areas have the least access to mobile phones (24%).

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[14] https://databank.worldbank.org/source/world-development-indicators.
[15] World Bank, "World Development Indicators | DataBank."
[16] Respondents (aged 15-49) who were employed in the 7 days before the survey.
[17] OECD DAC, "OECD DAC Aid at a Glance: Sierra Leone (2018-2019)."
[18] Statistics Sierra Leone and ICF, "Sierra Leone Demographic and Health Survey 2019."

Climate risks and other vulnerabilities

The MTNDP highlights climate change as one of the major risks facing Sierra Leone. It threatens food security and the livelihoods of most of the population who work in agriculture and/or fisheries. Sierra Leone has experienced significant human and economic loss because of floods, landslides, and other extreme weather events. The country has taken several steps to mitigate risks due to climate change and has developed a communication strategy to drive the development of its National Adaptation Plan.[19] Other risks to the economy include the ongoing COVID-19 pandemic, inflationary pressure, lower inflows from donors, and large debt commitments.[20]

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[19] Environmental Protection Agency of Sierra Leone, "Sierra Leone's Climate Change Communications Strategy Under the National Adaptation Plan."
[20] Kiendrebeogo, Youssouf et al., "Welfare and Poverty Effects of the COVID-19 Pandemic."

Chapter 2: Diagnosis of the Education System

Introduction

In 2020, the GoSL completed a thorough analysis of the education sector leading to the publication of a report entitled the *Education Sector Analysis: Assessing the enabling environment for gender equality* (ESA).[21] This chapter summarises the key findings from that analysis. It also discusses findings from the Joint Education Sector Review held in 2021, which evaluated performance in the prior education sector plan spanning the 2018-2020 period. Finally, the 2020 Annual School Census (ASC) provides the most recent data available for the analysis.

The government's education agenda currently has two core result areas: ensuring free quality basic and senior secondary education; and strengthening tertiary and higher education. The FQSE programme is a vehicle for operationalising this vision.

Over the last six years, two major health emergencies impacted on education service delivery. The Ebola epidemic led to nearly 4,000 deaths and prolonged school closures for over nine months. Before the country had fully recovered from its aftermath, the COVID-19 pandemic arrived in 2020 and schools were closed for eight months, whilst movements of people and goods were restricted.

These recurring crises have had a debilitating effect on education and the economy at large. Lessons learned from the Ebola epidemic served the MBSSE well as they were able to restart

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[21] Republic of Sierra Leone, *Education Sector Analysis of the Republic of Sierra Leone: Assessing the Enabling Environment for Gender Equality*.

the Radio Teaching Programme relatively quickly, providing opportunities for students' learning. However, a survey conducted in July 2020 showed that less than half of children listened to the radio programmes.[22] The pandemic also resulted in a higher than usual number of students repeating a class. Almost all children returned to school after they reopened, but over a quarter of children repeated a class, with even higher repetition rates among children from poor and rural households.[23] The repetition rates did not differ by gender. Yet, the ESA did find persistent gender disparities in learning throughout the education system. These gender disparities intersect with other disparities due to poverty, disability, socioeconomic status, and geography. Addressing these disparities, which are based on deeply entrenched norms and values, will take a concerted effort not only by education officials, but by greater society as well.

The education system

Before 2018, education at all levels was the responsibility of the Ministry of Education, Science and Technology. However, to strengthen service delivery, the Ministry was split into two parts in 2018: MBSSE and MTHE. The education system is divided into two main sectors: the formal and the non-formal.

The formal sector consists of pre-primary education (three years, starting at age three), primary education (six years, starting at age six), junior secondary education (three years, starting at age 12), senior secondary education, and higher education. Primary and junior secondary education together comprise basic education, which is compulsory for all children. Transitioning from one level to another is typically based on performance in national level examinations. Starting at the secondary level, students can follow either a general academic programme or opt for one of the TVET programmes.

The non-formal sector caters to older children, youth, and adults who want an alternative to formal education. It includes programmes in functional literacy and numeracy, accelerated learning, and skills training. Non-formal programmes are typically offered through community learning centres (CLCs). Some non-formal programmes also provide a path for learners to transition back to formal schooling.

There are significant gender, geographical and socioeconomic disparities throughout the system, with poverty being the most discriminatory factor. The probability of accessing primary education is slightly higher for girls than for boys, but retention, completion, and transition rates from primary through senior secondary are still persistently lower for girls. Disparities by location and disability status are also significant and increase with the level of education attained.

Pre-primary, basic and secondary education

Access and internal efficiency

Sierra Leone has made good progress in increasing access to all levels of the education system. Enrolments have been increasing since 2011, but there was a marked increase in

[22] Lee Crawfurd et al., "Teaching and Testing by Phone in a Pandemic."

[23] Kiendrebeogo, Youssouf et al., "Welfare and Poverty Effects of the COVID-19 Pandemic," *Sierra Leone Economic Update*, June 2021.

enrolment at all levels after the commencement of the FQSE programme. The ESA reveals that enrolment has grown at a higher pace than ever recorded, representing a 29% increase over a one-year period between 2018 and 2019. Between 2011 and 2019, the average annual growth rate of enrolment was 17% at the pre-primary level, 5% at the primary level, 8% at junior secondary level, and over 10% at the   senior secondary level. Enrolment rates for girls are growing at a faster rate than boys during the same period, especially at the secondary levels. For example, the average annual growth rate for girls' enrolment in senior secondary level was 17% compared to 11% for boys. Whilst these growth rates are remarkable, there are still large numbers of children who are out of school.

A significant number of school-aged children remain out of school. In 2018, there were an estimated 524,000 children out of school, which represented 22% of children aged six to 18 years.[24] Of the out-of-school children, two-thirds had never attended school whilst one-third had dropped out prematurely. Some of the children who had never attended school may also enter late as overage enrolment is also prevalent. According to DHS 2019, there were more boys than girls in the 6–14-year-old age group who had never attended school, and no gender difference among the 15–19-year-olds who had never attended school (see Figure 1).[25]

Figure 1. Percentage of children who have never attended school, by gender and age
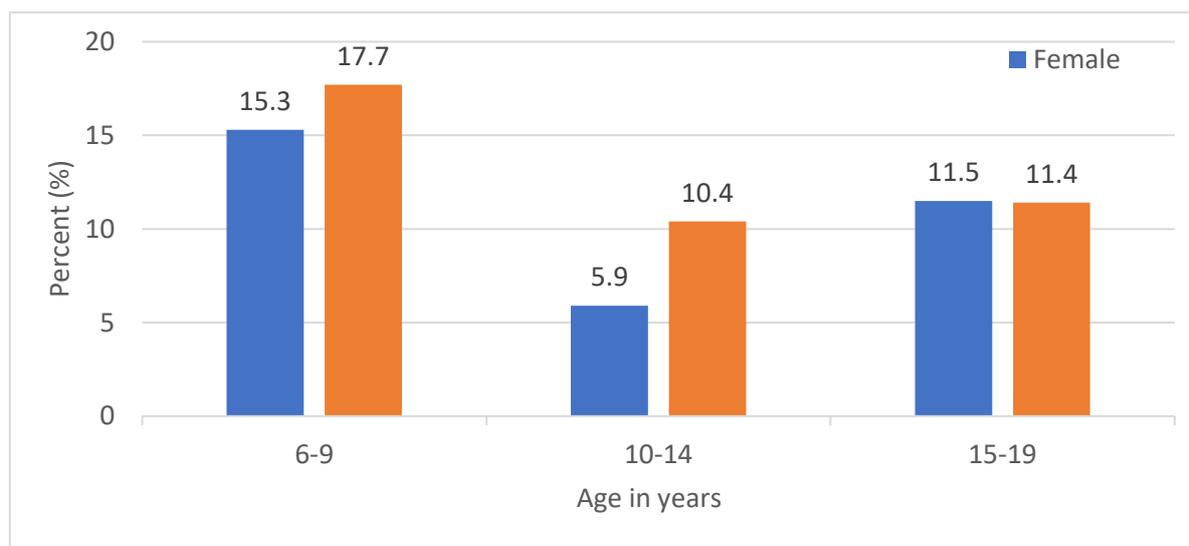
Source: DHS 2019

Overall Repetition Rate is low. There has been a significant decrease in the level of repetition between 2011 and 2018, with only 2% of repeaters reported at the primary level in the latter year (12% in 2011), and 1% at the junior and senior secondary levels (8% and 7% respectively in 2011). Overall, repeaters attending the first grade of primary school appear to be much younger than non-repeaters, with 76% being five years old or younger. This phenomenon may be linked to the lack of preschool facilities available to meet the needs of younger children,

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[24] Republic of Sierra Leone, *Education Sector Analysis of the Republic of Sierra Leone: Assessing the Enabling Environment for Gender Equality*.
[25] Statistics Sierra Leone and ICF, "Sierra Leone Demographic and Health Survey 2019."

which forces families to enrol young children in the first grade of primary school despite not being ready. Overall, in comparison to other Economic Community of West African States (ECOWAS), Sierra Leone shows a relatively low level of repetition.

Completion rates have been increasing over time. The estimated primary completion rate in 2019 was 82% compared to 76% in 2011. This is a remarkable achievement, with similar trends found in secondary education. In junior secondary schools (JSS), completion rates increased from 49% in 2011 to 72% in 2019. In senior secondary schools (SSS), completion rates increased from 26% to 46%. These secondary completion rates are higher than average for similar low-income Sub-Saharan countries. Still, about 30% of students do not complete basic education, which, as mentioned earlier, is compulsory for all children. In addition, the probability of completing secondary school is much lower for girls (29%) than boys (44%).

Equity

There are inequities in participation based on gender, location, disability status, and household wealth, with increasing inequities further up the education ladder. The ESA found that there was a 14% point difference in the probability of completing primary education between the children from the poorest and richest households. There is also a 14% point difference in favour of urban children accessing primary school, which widens to 33% points at the end of the primary level.

Whilst there is gender parity at the primary level, girls are much less likely to complete secondary school and access tertiary education. The interaction of region, socioeconomic status, and gender results in poor girls from rural areas being the most disadvantaged in terms of schooling outcomes.

Data on the disability status of students is not comprehensive, but household survey data shows that children with disabilities, such as seeing, hearing, walking, and cognition impairments, only have a 67% chance of being in school compared to 73% in those without a disability, with no significant gender difference.[26]

Children from poor households have lower access to schools and lower completion rates. There is a difference of 48% points in the probability of completing primary education between children in the wealthiest and poorest households. The gap in the probability of accessing JSS between the richest and poorest students is 56% points and increases to 65% points for the senior secondary level. Additionally, the gap between the richest and poorest children in completing secondary levels is 65% points for JSS and 53% points for SSS. Figure 2 considers the intersection between gender and wealth, showing that whilst girls have an equal or higher chance of accessing primary, their chances of accessing and completing secondary are lower than boys. In addition, girls from the poorest rural households have only a 5% chance of completing senior secondary.

Access to educational opportunities is limited by disability across genders. Girls with disabilities face multiple structural and social barriers to accessing educational opportunities. According to Sierra Leone Integrated Household Survey (SLIHS) 2018, whilst 20% of the population without disabilities aged three to 24 were not able to access school in 2018, this rose to nearly 30% among people with disabilities for the same age group and reached 33%

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[26] UNICEF and Government of Sierra Leone, "MICS Country Report Sierra Leone."

in females with disabilities. However, when compared with their peers without disabilities, differences in levels of educational attainment are small and, in some cases (i.e. boys at JSS level), children with disabilities appear to do better.

The Multiple Indicator Cluster Survey 2017 (MICS) has a broader definition of disability,[27] with disability domains divided into two groups: Group 1 includes seeing, hearing, walking, cognition, self-care, and communication; and Group 2 includes child functional domains such as anxiety, depression, accepting change, controlling behaviour, concentrating, and making friends. The report found that 26% of children between the ages of five and nine years had a functional difficulty, declining to 19% among 15–17-year-olds. There was no difference between boys and girls, nor between children living in urban and rural areas. The domains where the most children had difficulty were social and emotional domains, with anxiety and depression being the most common. Whilst there was no difference in overall school attendance between children with disabilities and without disabilities, children with Group 1 disabilities were significantly less likely to attend school.[28]

Figure 2. Probability of accessing different levels of schooling, by gender and wealth status
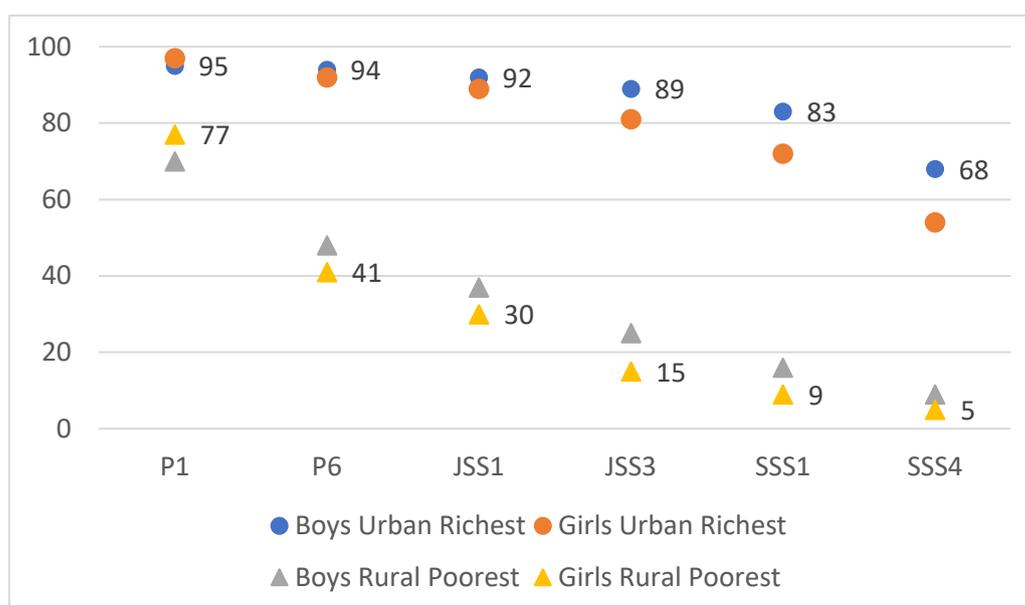
Source: ESA 2020, based on data from MICS 2017

MBSSE has developed a landmark Radical Inclusion Policy to address the needs of marginalised students. The Radical Inclusion Policy identifies four groups of marginalised students for special consideration. These include students with disabilities, pregnant girls and parent learners, children from the poorest households, and children in rural and underserved areas. To help address these critical disparities, the policy provides a roadmap for identifying and addressing the unique needs of these groups of students. The cost of implementing some of the activities of the Radical Inclusion Policy is included in this sector plan.

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[27] Children who have a severe or moderate difficulty in at least one of the following domains: hearing, vision, communication/comprehension, learning, mobility, and emotions.
[28] UNICEF and Government of Sierra Leone, "MICS Country Report Sierra Leone."

There are large disparities in school coverage across districts. The overall gross enrolment rate (GER) across districts shows large disparities from one district to another in school coverage at all education levels. Across districts, the GER ranges from 6% to 35% at the pre-primary level, 102% to 180% at the primary level, 32% to 120% at the junior secondary level, and 8% to 93% at the senior secondary level.

At the pre-primary level, Koinadugu, Moyamba, and Pujehun districts have a GER of under 10%. At the junior secondary level, there are two districts with a GER below 50% (Kailahun, at 49% and Pujehun, at 32%), and at the senior secondary level, two districts display a GER below 20% (Moyamba, at 18% and Pujehun, at 8%). In districts where secondary schools are in short supply, girls are less likely to enrol given the distance of travel to school, which also puts them at greater risk of SGBV.

The distribution of schools within districts largely matches their share of the population. In terms of the distribution of schools within districts, there are a few districts that have a greater share of schools than their share of the population (e.g. Western Area Urban accounts for about 6% of the population but has 8% of schools). There are also a few districts that are underrepresented in terms of schools (Bombali, Kailahun, and Pujehun). For most districts, however, the distribution of schools matches the distribution of the population. Differences are primarily found in the distribution of types of schools within districts. For example, in cities and towns, about 25% of schools are pre-primary, 40% are primary, 20% JSS, and 10% SSS. Meanwhile, in more rural districts, the distribution is skewed towards primary schools, with 10% pre-primary, 73% primary, 12% JSS, and 5% SSS. Districts with the most skewed distributions include Karene, where 92% of schools are primary schools, Kenema (85%), and Falaba (83%). In these districts, there are few opportunities for children to transition to secondary schools within their locality.

Education finance

Sierra Leone has devoted substantial resources to the education sector in recent years with the establishment of the FQSE programme and subsequent increases in enrolment. Resources for the sector come from the government, households, and external donors. Two main characteristics of public financing of education in Sierra Leone is that spending meets international standards, but the level of domestic resource mobilisation for the sector is low.

The GoSL administers financial expenditures at national and local levels. At the national level, the government does this through the MBSSE, MTHE, the TSC, TEC, and other line ministries, such as the Ministry of Health and Sanitation (MOHS). In addition to centralised spending, the GOSL finances education through transfers to local councils. Households also contribute to education expenditures by paying fees (in private and higher education) and other direct costs of education (books, uniforms, etc.).

Education expenditures are below internationally recommended standards. In 2020, public expenditure on education represented 2.8% of the GDP[29], which is much lower than the

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[29] Data from Ministry of Finance

threshold of 4–6% of GDP recommended by the Sustainable Development Goal 4 (SDG4) framework.

Public expenditure on education has increased, but very little is spent on capital expenditure. Public spending on education increased by more than 668 billion Leones (Le) over the nine-year period between 2011 and 2019, with an overall growth of 168% and annual average growth of 13.3%, reaching Le 1 trillion. However, most of this is used for recurrent items, such as salaries for teachers. In 2019, the GoSL spent Le 1.057 trillion on education, of which Le 1.046 trillion (99%) was spent on recurrent costs. The Le 11.1 billion in capital spending accounted for just 1% of total spending, implying that there was almost no spending on infrastructure investment. The surge in pupil enrolments at approved schools following the introduction of the FQSE programme in 2018 has created concerns that existing infrastructure challenges will risk its effective implementation, because of these low levels of capital spending. Education development partners attempt to fill in the gaps in capital spending through their various projects.

Tuition grants account for the largest share of non-salary recurrent spending in education. Since the introduction of the FQSE programme, secondary schools and universities are the biggest beneficiaries of non-salary recurrent spending in education. In 2019, the government spent Le 448 billion on non-salary recurrent items, of which Le 372 billion (83%) went towards tuition, Le 14 billion (3%) for textbooks, Le 40 billion (9%) toward examination administration, and Le 22 billion (5%) for operations and utilities.

Technical and vocational education continues to receive limited attention from the government. A strategic focus of MTNDP is increasing access to quality technical and higher education, which would enable graduates to engage in meaningful productive economic activity. Whilst technical education is identified as a key enabler of this vision, spending levels depict a sharp departure from the policy intent. Recurrent spending in TVET during the 2019 fiscal year amounted to Le 23.8 billion, accounting for only 2.3% of overall recurrent spending in the sector. As shown in Figure 3, pre-primary and primary schools receive 32% of the budget, secondary schools (JSS and SSS) receive 37% of the budget, whilst higher education receives only 20%. The Ministry of Finance data does not currently separate pre-primary from primary education, but it would be important to do so in the future. Compared to similar countries, spending on pre-primary and primary education is considered low below the benchmark of 50%.

Figure 3. Recurrent spending by level of education, 2019
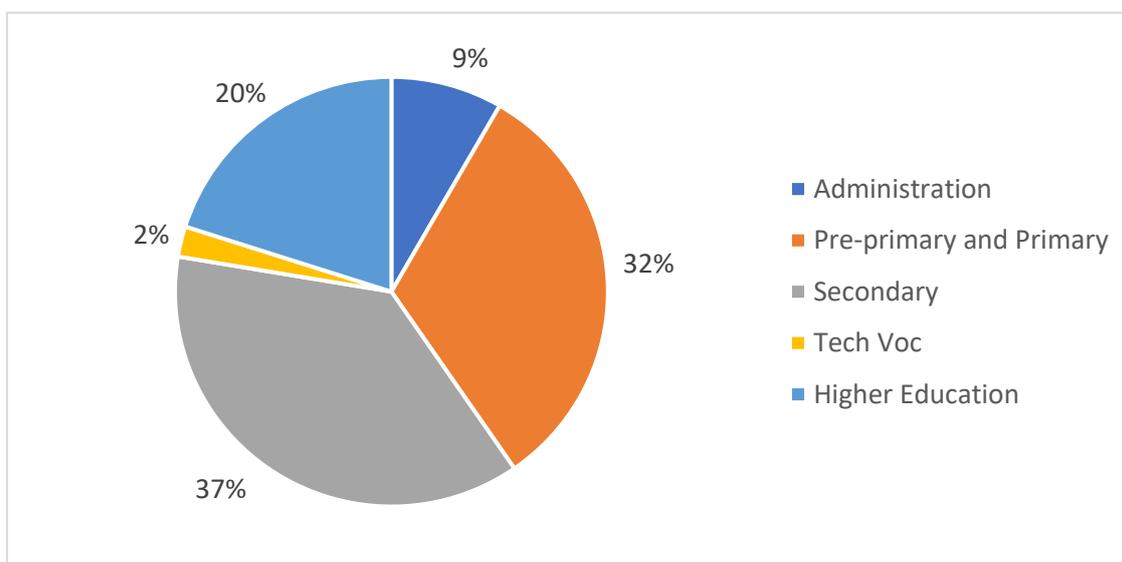
Basic and senior secondary teacher wages account for 17% of the country's overall salary bill. The TSC manages the teacher payroll, remunerating a total of 29,975 teachers, 1,150 in pre-primary schools, 19,488 in primary schools, and 9,337 in secondary schools. Teachers in pre-primary schools were paid a total of Le 16.8 billion, accounting for 4% of the total teacher wage bill. Those in primary schools were paid Le 269 billion (63%), whilst those in secondary schools were paid a total of Le 145 billion, which represented 34% of the teacher wage bill. Salaries have increased for all teachers, but more so for pre-primary and primary teachers in recent years.

Household spending on education is significant. According to the SLIHS 2018, the average household spent about 10% of total household expenditure on education. Female-headed households spent more than male-headed households, and urban households spent the highest, likely due to the higher cost of transportation and private school enrolment.[30] Urban households spent almost 3.5 times that of rural households and the richest households spent seven times more on education than the poorest households, likely exacerbating the inequalities. Household spending mostly goes to fees, tuition, uniforms and supplementary materials, and transport. Since this study was completed before the implementation of the FQSE, in which the government took on the cost of fees and core textbooks, further research will show its impact. ESA 2020 showed that families tend to spend equally on boys and girls except for the richest and poorest households. Among the poorest households, spending on girls is lower, but among the richest households, it is higher.

Learning outcomes

Despite recent improvements in learning outcomes, many students perform below grade-level expectations. Results from learning assessments conducted at the primary and secondary levels show low levels of performance by students. The 2021 National Early Grade

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[30] Statistics Sierra Leone, "Sierra Leone Integrated Household Survey (SLIHS) Report 2018: Credible Data for National Development."

Reading and Mathematics Assessments (EGRA and EGMA) showed that many students from grades 2 and 4 have not acquired foundational reading and mathematics skills. The percentage of students with zero scores in the EGRA subtasks was high for reading comprehension and phonetic awareness, with 81% of grade 2 students scoring zero in reading comprehension and 66% scoring zero in reading non-words (decoding).

In the EGMA, learners did well in number identification and quantity discrimination subtasks but struggled with higher-level addition (67% scored zero), subtraction (77% scored zero), and word problems (70% scored zero). Grade 4 students did significantly better than grade 2 students showing clear progression between grades. There was a statistically significant difference in scores between boys and girls, with boys scoring higher than girls, although they only got between one and two more items correct than girls. As an example, the mean score for familiar words for boys was 15.1, whereas for girls it was 13.8 (out of 50).[31]

The Sierra Leone Secondary Grade Learning Assessment (SGLA), which measures English Language and mathematics skills at the secondary level, shows similarly weak levels of performance in 2018. Only 6% of JSS2 pupils were performing at grade level in mathematics, and 16% were performing at or above grade level expectations for English language. The majority were performing at primary school levels. A similar picture holds for students attending SS2, where no students were performing at grade level for mathematics or English.[32] Across both grades, boys performed better than girls in both subjects.

Overall, pass rates in national examinations have been improving in recent years. Students take the BECE to transition from JSS to SSS. They sit a minimum of eight subjects, with scores ranging from 1 (excellent) to 7 (fail) and the minimum national pass mark being an aggregate of 36.[33] In 2021, the BECE pass rate was 78.8%, a five-year high, and for the first time, pass rates for girls were slightly higher than that of boys.[34] Pass rates in all the core subjects were higher as well.

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[31] Data from: UNICEF, Global Partnership for Education, and Ministry of Basic and Senior Secondary Education, "Sierra Leone National Early Grade Reading and Mathematics Assessment Baseline Study."
[32] MBSSE, "Sierra Leone Secondary Grade Learning Assessment (SGLA) Technical Report."
[33] This is calculated by adding the scores of the four compulsory subjects and the scores of the best two elective subjects.
[34] Ministry of Basic and Senior Secondary Education, "5-Year National Basic Education Transition Examination Analysis 2016-2021."

Figure 4. BECE pass rates from 2016 to 2021, by gender
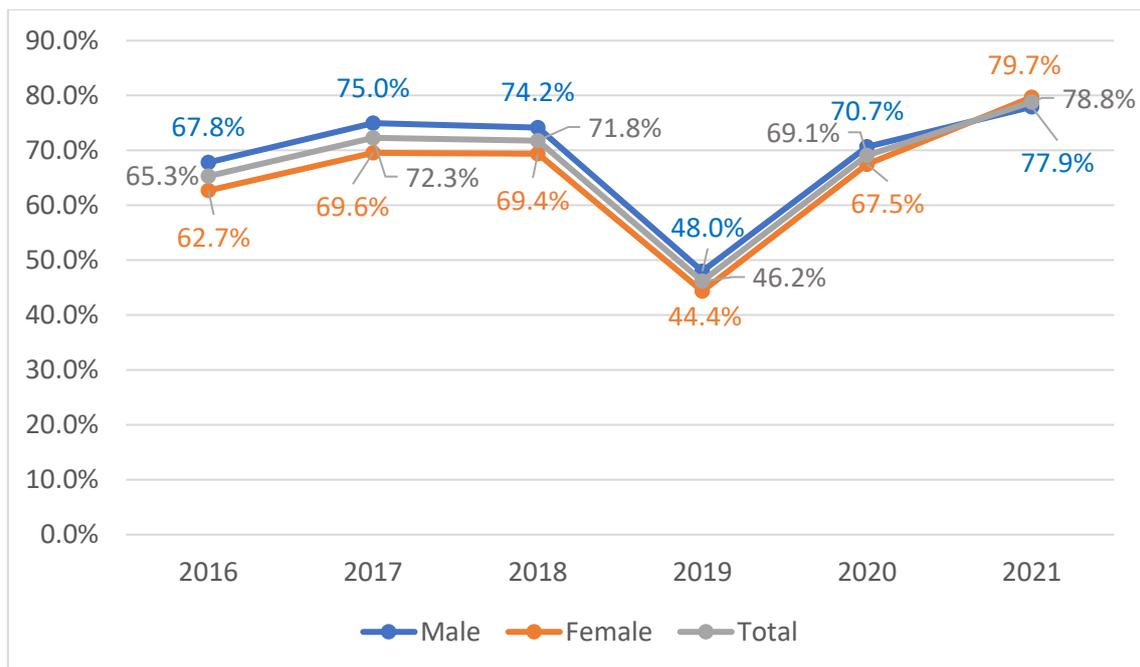
To transition from SSS to tertiary institutions, students sit the WASSCE, which is a regional exam taken by students in Ghana, Nigeria, Sierra Leone, Liberia, and The Gambia. Scores range from 1 (Excellent) to 9 (Fail). Pass rates for WASSCE are very low, but have improved in recent years (see Figure 5). Only about 5% of students score high enough to be eligible for degree programmes in universities, with 6% eligible to enter diploma or teacher training programmes, and 12% eligible to enter certificate programmes (see Figure 5). Performance in the two core subjects, English Language and mathematics, is low with failure rates of 64% and 68%, respectively.

Figure 5. Percentage of WASSCE Candidates Eligible to Enter Higher Education Programmes, by Gender
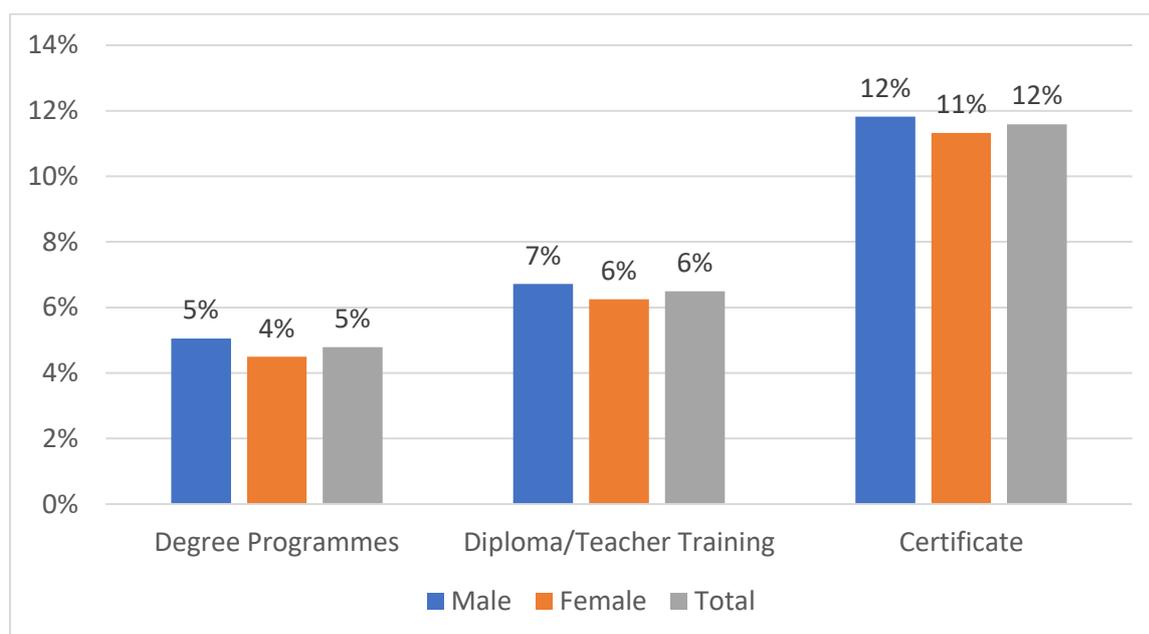
Teaching and learning materials and infrastructure

The FQSE programme has led to increases in the supply of core textbooks at all levels. According to the ASC 2020, the pupil-textbook ratio at the primary level is 1:1 for English and mathematics, and 1:2 for social studies and science. At the JSS level, the pupil-textbook ratio is 1:1 for English Language and mathematics, but for science and social studies, there are a few local councils with much higher ratios, including 6:1 in Freetown and 5:1 in Western Area Rural. The government currently only provides textbooks in English Language and mathematics for the SSS level, which are available in sufficient quantities. The government does not currently provide textbooks for non-core subjects.

Access to basic facilities is better in private schools, whilst secondary schools are in better shape than primary schools. 67% of all government and government-assisted schools at the primary level are easily accessible by road, compared to 85% of private schools. 64% have access to water (compared to 72% of private schools), 48% have separate latrines for boys and girls in good condition (compared to 60% of private schools), whilst only 7% have access to electricity (compared to 62% of private schools).

With regard to classroom conditions, data shows that in 56% of government and government-assisted schools, all the classrooms have solid walls (against 73% of private schools). Limited access to adequate school sanitation facilities affects the attendance of girls. Nationally, only 4% of co-educational primary schools and 15% of JSS have separate toilets for girls.

School environment

Countless children and youth are attending schools and other educational institutions that are not safe or healthy. SGBV is a serious concern: according to the 2021 Out of School Study, sexual violence in and around schools was one of the main barriers to attending school, especially for girls. The study documented many instances of sexual violence and harassment that, as explained by survey participants.[35] A national survey of school-related violence in 2010 found that about two-thirds of girls had experienced at least one or more forms of sexual violence. Whilst perpetrators of violence included peers, and older students, the study found that teachers were the main perpetrators of sexual abuse and exploitation.[36]

In addition to SGBV, children also face incidences of violence and corporal punishment in and out of school, despite a ban on corporal punishment. About 47% of mothers or caretakers believed that physical punishment was necessary to raise or educate a child. According to the MICS 2017 report, approximately 86% of children (87% boys and 86% girls) between the ages of 1 and 14 experience some violent disciplinary method, whilst 80% (80% boys and 80% girls) experienced psychological aggression and 73% (74% boys and 72% girls) experienced physical aggression in their homes.[37] With these prevailing practices occurring in the home, it is rare for parents to report incidences of psychological or physical violence in schools.

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[35] Hannah Graham et al., "Sierra Leone Out of School Children Study."
[36] Concern Worldwide et al., "School-Related Gender-Based Violence in Sierra Leone: Final Report."
[37] Statistics Sierra Leone, "Sierra Leone Multiple Indicator Cluster Survey 2017, Survey Findings Report."

Education service delivery

Teacher management

The quality of teachers and teaching is one of the most important contributors to learning outcomes. The TSC is responsible for the management of teachers, including hiring, licensing, promoting, and providing continuous professional development opportunities. To improve educational outcomes in Sierra Leone, there are many challenges with teacher management that the MBSSE is committed to resolving during this plan period.

Many public school teachers are not on the government payroll. Teachers are one of the most important resources for improving the quality of educational systems. The ESA shows that only 46% of teachers in approved government and government-assisted schools are paid by the government. The non-payroll teachers are compensated by families and communities or from the tuition grants sent to schools.

Many teachers do not have the required qualifications to teach. In 2019, 59% of teachers held the required qualification to teach at their education level, meaning that Sierra Leone is still far from achieving the 75% target set for the percentage of qualified teachers in the 2018–2020 ESP. Half of pre-primary teachers are qualified to teach at that level. The highest share of qualified teachers is observed at the primary level, with 64% of teachers holding at least a Teachers' Certificate (TC). At the secondary level, the lowest share of qualified teachers are in SSS, with two out of five teachers possessing the minimum qualification required for teaching at that level, compared to almost three out of five JSS teachers being qualified.

Even teachers with the required qualifications lack the necessary content knowledge and pedagogical skills to effectively deliver the curriculum. According to the World Bank, teacher training institutions only require their students to score 25% on examinations to pass, which means that teachers are going into classrooms without having mastered the content needed to teach.[38] A primary grade learning assessment administered in grades 4 and 5 and analysed by Oxford Policy Management found that many of the country's teachers have difficulties in completing a test designed for children in the grades they teach.[39] Additionally, the 2018 SGLA found that teacher's understanding of lesson plan content was weak.

Disparities exist in the distribution of qualified teachers across local councils. There is an uneven geographical distribution of qualified teachers across local councils. For instance, more than 90% of primary teachers in Makeni City are qualified, compared to less than 50% in the Moyamba, Kenema and Kono districts. At the junior secondary level, the percentage of qualified teachers ranges from 80% in Makeni City to less than 40% in the Kailahun, Kono and Bonthe districts. Disparities are even more pronounced at the senior secondary level, as the percentage of qualified teachers varies from 66% in Bo City to less than 20% in the Kono and Falaba districts.

The average pupils-teacher ratio (PTR) is adequate, but this is due to the recruitment of 'unqualified' teachers. At less than 40:1, the PTRs across all levels are within the MBSSE target of 40:1,[40] and much lower than many other countries in Sub-Saharan Africa. These low

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[38] World Bank, "Teachers and Teaching in Sierra Leone."

[39] World Bank.

[40] MBSSE School Approval Policy Guidelines

PTRs are due to an overreliance on unqualified teachers, many of whom are not on the government payroll. When one considers the pupils-to-qualified teacher ratios (PTQRs), then primary level and senior secondary level are well above the acceptable range (at 60:1 and 82:1 respectively) (see Figure 6).

Figure 6. Pupils-Teacher Ratios (PTR) and Pupils-Qualified Teacher Ratio (PTQR) in 2020, by Level
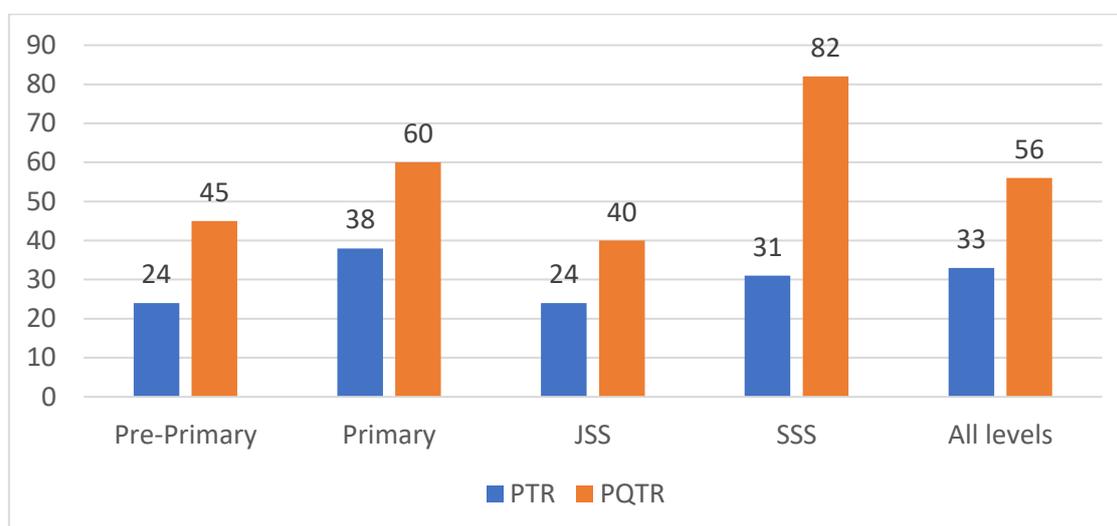
Source: Annual School Census 2020

Average PTRs at the national level hide geographical disparities. At the primary level, the average PTR across local councils ranges from 50:1 in Koidu-New Sembehun City to 28:1 in Bonthe Municipal, and at the JS level, from 36:1 in Kailahun District to 13:1 in Bonthe Municipal. At the senior secondary level, the highest PTR is observed in Kailahun District (52:1), whereas Bonthe Municipal displays the lowest average. Disparities across local councils are even higher when only government-paid teachers are considered in the calculation of the PTR, reflecting important disparities in the allocation of government-paid teachers.

Substantial gender imbalance of teachers within the education sector. In 2019, only 28% of the total teaching workforce in Sierra Leone were women, in comparison to 61% of health professionals, and 53% of the overall employed population.[41] Of all teachers at primary level, 30% were female, among the lowest in West Africa, with the average percentage of women teachers at the primary level being 45% across Sub-Saharan Africa, according to the UNESCO estimates.[42] This imbalance has negative repercussions throughout the education system, as low female participation in the teacher workforce reinforces negative gender norms and is also linked to a higher incidence of SGBV. In addition, evidence shows that having access to female teachers can lead to an improvement in the attendance, participation and learning of adolescent girls.[43]

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[41] Calculations based on Sierra Leone Labour Force Survey (SLLFS) 2018, and Sierra Leone Integrated Household Survey (SLIHS) 2018.
[42] UIS 2018.
[43] Sierra Leone Education Sector Analysis, Section 8.4.2, 2019/2020.

Additionally, education leadership and management positions are dominated by men, with very few Head Teachers or senior staff being women. There are some systemic constraints for women wishing to develop their careers within the education sector, such as negative attitudes towards their ability to manage and lead schools, lack of female role models, long hours, and commitments that are difficult to reconcile with family and childcare responsibilities.

Policy implementation

To support the GoSL's transformational agenda, more effective, relevant, and current policies need to be developed and implemented. Over the last few years, the MBSSE and the MTHE have developed a raft of policies to support the education agenda. At the MBSSE level, policies have been developed surrounding school approval, policy use of school subsidy, radical inclusion, and infrastructure development, among others. The MTHE has also developed policies, including policy guidelines for private universities, approved TVET policy, TEC distance Learning and e-learning policy, policy on the award of grants, and examination policy for Tertiary Education Institutions (TEIs). The rationale and essence of developing these policies are to ensure that higher and technical education are streamlined and properly organised to enable entities that promote the government's agenda on FQSE to function. Whilst these policies exist in draft form, not all have been finalised and popularised. The MBSSE and MTHE will need to work to ensure that these policies are finalised, disseminated and used in the delivery of education services. The 2004 Education Act also needs to be updated to ensure alignment with other policies.

Use of data and technology

There has been improvement in the use of data and technology by the MBSSE in recent years. In line with the NIDS, there have been improvements in the availability and use of data and technology by the education system in recent years. The digitisation of the Education Management Information System (EMIS), including georeferenced data, has led to timelier collection of data. The MBSSE and the DSTI also created a dashboard to provide the public access to education data.

In collaboration with DSTI, MBSSE has launched the Learning Passport education platform, which provides digital learning opportunities to students and youth. The Learning Passport currently provides a wide variety of content from Early Childhood Development (ECD) to study materials for major exams, such as the National Primary School Exams (NPSE). DSTI is also collaborating on a joint initiative called Giga Sierra Leone to connect schools to the internet using broadband connectivity. DSTI and MBSSE, through the National Giga Steering Committee, have identified the first schools to be connected and have embarked on contracting connectivity.[44] These schools would be hubs for students to access relevant educational content, as well as for the community to get access to information, telehealth, and financial services; it would also help create a favourable environment for economic activity.

Other initiatives to increase technology use in support of education include the development of a Teacher Management Information System (TMIS), and the One Tablet per School (OTPS) initiative. School Quality Assurance Officers (SQAOs) are using tablets for lesson observations,

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[44] "Sierra Leone – Giga." Sierra Leone – Giga (gigaconnect.org)

and the tablets for heads of schools will help with monitoring, reporting, and administration. The MBSSE through this education plan period will continue to make progress towards increased use of data and technology to improve education service delivery and learning, including the use of radio to ensure the continuation of learning during school closures.

Finally, the technical and higher education sector was able to conduct its first national census of technical and tertiary institutions in 2020, which provided much-needed data on the sector. A recent needs assessment of the sector suggests that better information communication technology (ICT) infrastructure is needed, including internet connectivity, for the sector to use technology to support learning and management.[45]

Non-formal and adult education

Non-formal education (NFE) is aimed at providing skills and education for out-of-school youth and adults. According to DHS 2018, only 43 % of women aged 15–49 are literate, compared to 59 % of men. The lowest literacy rate is for women from households in the lowest wealth quintile (19%), and the highest is for men in the wealthiest households (86%). In addition to the low rates of literacy among adults, there are many out-of-school children and adolescents; non-formal education can provide a gateway for them to work and/or to receive formal education and training. Accelerated learning programmes provide opportunities for children and youths who never completed primary to re-enter the system.

NFE and adult education are provided through CLCs and adult learning centres. The programmes typically include classes in basic literacy and numeracy, livelihood, and skills training. Some CLCs also offer classes in sexual reproductive health and life skills. Despite the high demand for these programmes, there is very little government spending on NFE and adult education, and the regulatory framework is weak. Most of the programmes are funded by donors or non-governmental organisations (NGOs). There is also very little data and information about learners and programmes, which will be addressed by activities in this sector plan.

Technical and vocational education and training

TVET is receiving more attention with the recent creation of a dedicated ministry. The MTHE and its partners recently developed and adopted a national TVET policy[46] and guidelines to facilitate the implementation of the policy, with women and disadvantaged youth as the focus. TVET is offered through different kinds of centres, schools, and institutions including vocational trade centres (VTC), technical and vocational centres (TVC), and Government Technical Institutes (GTIs). The National Council of Technical, Vocational, and other Academic Awards (NCTVA) was established by the NCTVA Act of 2001 to provide quality assurance to TVET programmes, set examinations, and award certificates and diplomas.

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[45] Tertiary Education Commission, "Needs Assessment on Higher Education Institutions in Sierra Leone: Short Form."
[46] Government of Sierra Leone, "National Technical and Vocational Education and Training (TVET) Policy for Sierra Leone."

The supply of technical institutes is increasing. There is renewed effort to reposition TVET to absorb the anticipated surge in demand and shift towards demand-driven skills production. GoSL has established additional GTIs in ten districts, with plans to construct six more in the remaining districts. The ten GTIs already established have been operational since October 2019, but there are ongoing challenges with accessing basic materials, tools, equipment, and standard laboratories and workshops. GTIs will award National Technical Certificates (NTC), National Diplomas (ND), and Higher National Diplomas (HND) and are expected to offer degrees.

There are serious shortages of qualified TVET instructors. Sierra Leone needs qualified instructors for technical and vocational education. According to MTHE, the total number of full-time TVET instructors in Sierra Leone is 1,142, of which only 31% are women, with 40% employed by government-assisted institutions. In addition, less than a third of TVET instructors are adequately trained in their technical disciplines.

Women outnumbered men in TVET institutions, but most are in service-related fields. In 2019, women made up the majority of TVET students (54%). However, TVET subjects are extremely gendered, with girls commonly trained for service industries (e.g. catering and hairdressing) and boys for manufacturing and construction-related industries.

The alignment between labour market demand and TVET is weak. As outlined in its MTNDP, the GoSL relies on a skilled workforce to transform its economy. There are 183 TVET institutions in Sierra Leone, of which 107 (58%) are privately-owned and 76 are government-assisted (42%). According to the 2020 National Technical and Higher Education Census (NTHEC), only 40% of these institutions offer training programmes and activities that are of relevance to economic demand, even though this is central to youth employability and labour market integration. The remaining TVET institutions tend to focus on courses like gara tie-dying, basic soap making, weaving, tailoring, and catering, which is not in alignment with the transformation of the economy outlined in the MTNDP.

According to a skill needs assessment study completed in 2018,[47] employers face challenges in finding high-quality technicians in strategic industries such as mining, construction, and manufacturing. Most of the job applicants have very limited technical skills and lack experience. There is very little collaboration between surveyed employers and training institutions, and there is a need for a National Qualification Framework (NQF) to rationalise the various programmes and awards being offered.

Higher education

Higher Education Institutions (HEIs) or TEIs[48] provide degree programmes such as bachelor's degrees, master's degrees, and doctoral degree programmes, or their equivalent.[49] The sector is regulated via several acts: The Universities Act of 2021; the Tertiary Education Commission (TEC) Act of 2001; The Polytechnics Act of 2014; and the NCTVA Act of 2001. A recent assessment of higher education institutions suggests that the regulatory framework is not

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[47] Maryam Darwich, "Skills Needs Assessment: Initiative of the TVET Coalition of Sierra Leone."
[48] These terms are used interchangeably in this report.
[49] Corresponding to International Standard Classification of Education (ISCED) 2011 levels 5-8.

sufficient for the needs of TEIs.[50] Data on the sector has been weak, but in 2020, the MTHE conducted the first-ever census of the technical and higher institutions.

The TEC Act provides quality assurance and regulates the tertiary education sector, ensuring the registration and accreditation of tertiary education institutions and programmes. The TEC classifies TEIs into three categories: Category A are universities, Category B are TEIs offering undergraduate degree programmes by affiliation (with a university), and Category C are TEIs offering certificate and diploma programmes accredited by the NCTVA. Currently, there are only seven universities registered with the TEC, three of which are public. The public universities are the University of Sierra Leone in the Western Area, Njala University in the South, and the Ernest Bai Koroma University of Science and Technology in the North. [51]

Up until recently, comparative data from TEIs was rare, but the 2020 NTHEC and a recently completed needs assessment of HEIs have provided some information on the sector.[52]

Access to higher education has increased markedly in recent years. Data from the 2020 NTHEC shows that enrolment in tertiary education increased from 89,592 to 129,196 between 2017 and 2019, a 44% jump. Of the 129,196 enrolled in tertiary education, 104,447 (80%) are enrolled in general programmes and only 20% in TVET programmes. Sierra Leone has a high access rate to tertiary education compared to other West African countries at 1,337 per 100,000 inhabitants compared to the average of 963 per 100,000.

Proportion of female enrolment in higher education is still less than male enrolment, but is increasing at a faster rate. In 2019, women made up 48% of enrolment in tertiary education, up from 43% in 2017. However, most women are enrolled in short-cycle tertiary education programmes (certificate and diplomas), and the share of enrolment goes down at higher levels. For example, women make up 52% of enrolment in short cycle programmes, but only 38% of enrolment in master's programmes and 21% of doctoral programmes. Even though women enrolled in science, technology, engineering, agriculture and mathematics (STEAM) programmes are granted automatic scholarships, only 22% of women are enrolled in STEAM, compared to 31% of men.

STEAM education accounts for a minority of students. Even though the MTNDP prioritises STEAM education as a vehicle for economic growth, only about 27% of tertiary education students are enrolled in STEAM subject areas. Enrolment has more than doubled in health and welfare (+139%), engineering, manufacturing, and construction (+147%), and agriculture (+192%). By contrast, enrolment increased more slowly in ICT (+56%), and even experienced a contraction in natural sciences (-34%).

Curriculum and academic policies in many HEIs are outdated and do not reflect labour market demand. The Needs Assessment study of HEIs found that most of the surveyed institutions do not regularly update their curriculum as required. In addition, both internal and external quality assurance systems are weak. There is no qualifications framework or course equivalency standard, which makes it difficult for students to transfer from one

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[50] Tertiary Education Commission, "Needs Assessment on Higher Education Institutions in Sierra Leone: Short Form."

[51] Tertiary Education Commission, "Institutions Registered with the Tertiary Education Commission Category A Universities."

[52] Tertiary Education Commission, "Needs Assessment on Higher Education Institutions in Sierra Leone: Short Form."

institution to another. Assessment policies are inadequate, and where they exist, it is not clear how well they are followed.

Teaching and learning facilities are inadequate for the learning goals of HEIs. Facilities such as libraries, laboratories, and ICT infrastructure are inadequate at meeting the needs of institutions tasked with preparing graduates for a modern economy. In addition, general infrastructure such as lecture halls, water and sanitary health (WASH) facilities, and recreational facilities have also deteriorated. Students with disabilities are not adequately catered for as there are no support facilities provided for them.[53]

Academic staff at many institutions are not adequately trained to teach or conduct research. Most staff that teach degree programmes either have a bachelor's or master's degree, but have not been prepared to teach. Many of them are junior academics and do not receive the requisite support from the HEIs. They are not engaged in research because of high teaching workloads, outside engagement, or funding constraints.

Public HEIs are in dire financial situations because of late payment of subventions and grant-in-aid for students. As such, many have high debts because loans are used to bridge the late payment of subventions. In addition, financial controls are weak and internal audit recommendations are rarely followed, leaving the possibility for misuse and mismanagement of funds.

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[53] Tertiary Education Commission.

Chapter 3: Policy Priorities and Strategies

Introduction

The preceding two chapters have provided the general context of Sierra Leone and the education sector. Important strides in education have been made over the preceding years: more students are in school and post-secondary institutions; more teachers are receiving professional education; and gender disparities in access have been reduced in basic education. Still, gender and other disparities persist in the system and learning outcomes are poor; there is more work to be done to help all children and youth reach their fullest potential.

As this new plan period starts, there are still many challenges. Far too many children still do not have access to quality education, learning outcomes are low, children with disabilities are not adequately catered to, many educators are not appropriately skilled, and gender and other disparities remain. Also, the quality of infrastructure is low, TVET and higher education graduates are not appropriately skilled for jobs, and the overall system capacity is low. With these challenges in mind, the MBSSE and MTHE work will continue to partner with parents, communities, CSOs, national and international NGOs, and the private sector to substantially improve Sierra Leone's education system.

This chapter describes the process of developing the ESP, as well as the policies and laws that inform the plan. It will then outline the goals, policy priorities, and strategic objectives that will guide the education system over the next five years to create a system that responds to the needs of every student.

The process of developing the ESP

The ideas presented in this ESP are the culmination of a year-long process that included:

- An analytic review of the education sector, conducted in 2020 and undertaken by the IIEP UNESCO team. This review resulted in the publication *Education Sector Analysis of the Republic of Sierra Leone: Assessing the enabling environment for gender equality*.
- Joint Education Sector Review (JESR), which included consultative workshops held in four regional towns in 2021. The JESR workshops were attended by a broad spectrum of education stakeholders, including local councillors, education officials, traditional leaders, private sector providers, CSOs, and representatives from major international donor partners.
- Research presentations at the Education Conference held during the Annual Week of Education (AWE) in December 2020.
- Writing workshops bringing together education officials, academics, sector specialists, officials from other ministries such as Finance, Development and Economic Planning, and Health, as well as from SL, TEC, TSC, NEC, various professional bodies, and local consultants.
- Consultations with stakeholders across the country on the first draft of the ESP (see Annex C).
- Feedback from donor partners and CSOs on multiple drafts of the document.
- Support from IIEP UNESCO on the costing model and on integrating gender equality in the ESP through the Gender at the Centre Initiative.

The development of the ESP was a fully government-led process, and initial drafts were developed by a large group of individuals representing the Ministries, universities, CSOs, national and international agencies, and private sector schools (see Annex F for a full list of writers and contributors).

The policy context

As mentioned in Chapter 1, the GoSL's current national development agenda is espoused in the MTNDP 2019–2023, and this ESP fits within that broader agenda. The vision of the GOSL is for Sierra Leone to become a middle-income country in 2039 through inclusive economic growth; education and human capital development are the base from which it hopes to achieve this growth. The MTNDP has four key goals, and education lies within Goal 2: a nation with educated, empowered, and healthy citizens capable of realising their fullest potential. The broad education objectives for Goal 2 are to ensure free quality basic and senior secondary education and strengthen tertiary and higher education. In addition to directly contributing to Goal 2, this ESP also supports several cross-cutting issues of the MTNDP, including gender equality, empowering persons with disabilities, and climate resilience.

National and international policies and legislations

The current ESP is also informed by several national policies, laws and plans, key among which were:[54]

- **National Policy on Radical Inclusion (2021):** Providing access to quality education to the most marginalised, including marginalised girls, especially pregnant girls and parent learners, children with disabilities, children in rural remote areas, and children from poor/low-income backgrounds.
- **National Policy on Integrated Early Childhood Development (2021):** Equitable access to quality early learning opportunities and pre-primary education for three-to-five-year-olds, to support the transition to primary education.
- **The Persons with Disability Bill (2020):** Establishes the National Commission for Persons with Disability and prohibits discrimination against people with a disability. Every person with a disability should have the right to a quality education, from pre-primary to senior secondary.
- **National Gender Strategic Plan (2013–2018):** Promotes educational opportunities for girls and women, including the most marginalised, STEAM education for women, elimination of SGBV, and comprehensive sexuality education (CSE) for adolescent girls.
- **National Strategy for the Reduction of Adolescent Pregnancy and Child Marriage (2018–2022):** End adolescent pregnancy and child marriage by ensuring all children complete school and that all adolescents have access to CSE.
- **Child Rights Act (2007):** Localises the UN Convention on the Rights of the Child, as well as the African Charter on the Rights and Welfare of the Child.
- **TVET Policy (2019):** The creation of an effectively coordinated and harmonised system capable of delivering high-quality market demand training and skills development programmes that provide the economy with a qualified skilled workforce able to contribute to national economic development and growth sustainably and inclusively.

In addition to national policies and laws, Sierra Leone is a signatory to many international commitments that establishes the rights of children, women, and people with disabilities including the right to a quality education:

- The 2030 Sustainable Development Agenda
- The United Nations Convention on the Right of the Child
- United Nations Convention of the Rights of Persons with Disabilities
- African Charter on the Rights and Welfare of the Child
- Convention of the Elimination of all forms of Discrimination against Women

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[54] A full list of all the documents referenced are found in Appendix.

Vision, mission and guiding principles

The overarching vision of the overall sector is:

All learners in Sierra Leone will have equal opportunity to access quality basic, secondary, technical, vocational, and higher education that enables them to participate in public life, contribute to the national and global economy and fulfil their potential.

Guided by the vision, the missions of the individual ministries of education are as follows: [55]

MBSSE's Mission:

To provide opportunities for children and adults to acquire knowledge and skills, as well as nurture good attitudes and values for economic growth.

MTHE Mission:

To promote access to quality tertiary and vocational education through appropriate policies and legislation, as well as provide skill development for the advancement of education and employability in Sierra Leone.

Progress towards achieving this vision is guided by principles that form four core priorities of the ESP (see Figure 7 on next page.)

1. **Universal Access:** Every child has the right to access and complete quality basic education and secondary education and have equal opportunity to tertiary education.
2. **Comprehensive Safety:** Every student has the right to learn in an environment that is physically and psychologically safe and free from all forms of abuse.
3. **Radical Inclusion:** Every child, regardless of gender, ethnicity, ability, socioeconomic status, disability status, or other circumstances has the right to receive a quality education that is appropriate to their needs.
4. **Quality Teaching and Learning:** Every student has the right to attend schools and learning institutions that provide quality teaching, learning and skills development opportunities that support their cognitive, social, and emotional development.

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[55] From the websites of the MBSSE (mbsse.gov.sl) and the MTHE (mthe.gov.sl).

Figure 7. Core Priorities of the ESP
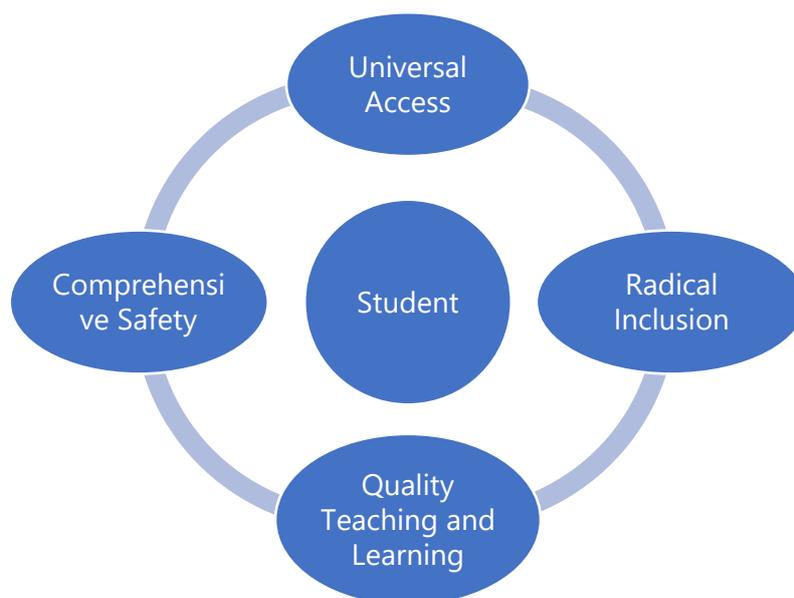
The overarching goal and strategic objectives

The overarching goal of the ESP 2022–2026 is for the education system to improve learning outcomes for all children and youth. Every child, regardless of circumstance, should have the opportunity to access and complete quality education, whilst showing proficiency in all assessed areas.

Progress on this overall goal will be tracked by measuring the following outcomes:

- Increase in the percentage of students who meet and exceed minimum benchmarks for reading and mathematics in class 4.
- Increase in the percentage of students who pass mathematics and language arts in the BECE (grade 6 or better).
- Increase in the percentage of students who pass mathematics and English language in WASSCE (grade 6 or better).
- Increase in the percentage of students who graduate from technical and higher education that secure a job or are self-employed within one year of graduation.
- Increase in the percentage of youths in nonformal programmes certified as functionally literate and numerate.

To achieve this overall goal, the MBSSE and MTHE will focus on the following core nine priority objectives:

1. Strengthen the instructional core
2. Recruit, retain, and support excellent educators
3. Reduce gender and other disparities in educational access, experience, and outcomes for the most marginalised
4. Provide safe, protective, and conducive learning environments for all
5. Strengthen governance, management, and accountability for performance
6. Enhance emergency prevention, preparedness, response, and recovery
7. Eliminate corruption in education

8. Strengthen partnerships in support of learning and work readiness
9. Increase the use of data and technology to support learning and education service delivery

Theory of change

The Theory of Change of the ESP connects nine strategic objectives with the core priorities and the overall goal of the ESP (see Figure 8).

IF all children and youth, including the most marginalised, have access to good quality teaching that includes a strong instructional core and excellent educators who can deliver the curriculum, as well as provide a safe learning environment, **THEN** all children and youth will have improved learning outcomes. It will take a resilient education system to achieve this, which is characterised by good governance and accountability, strong partnerships, data-driven decision-making, and technology-driven innovation.

Figure 8. The Theory of Change
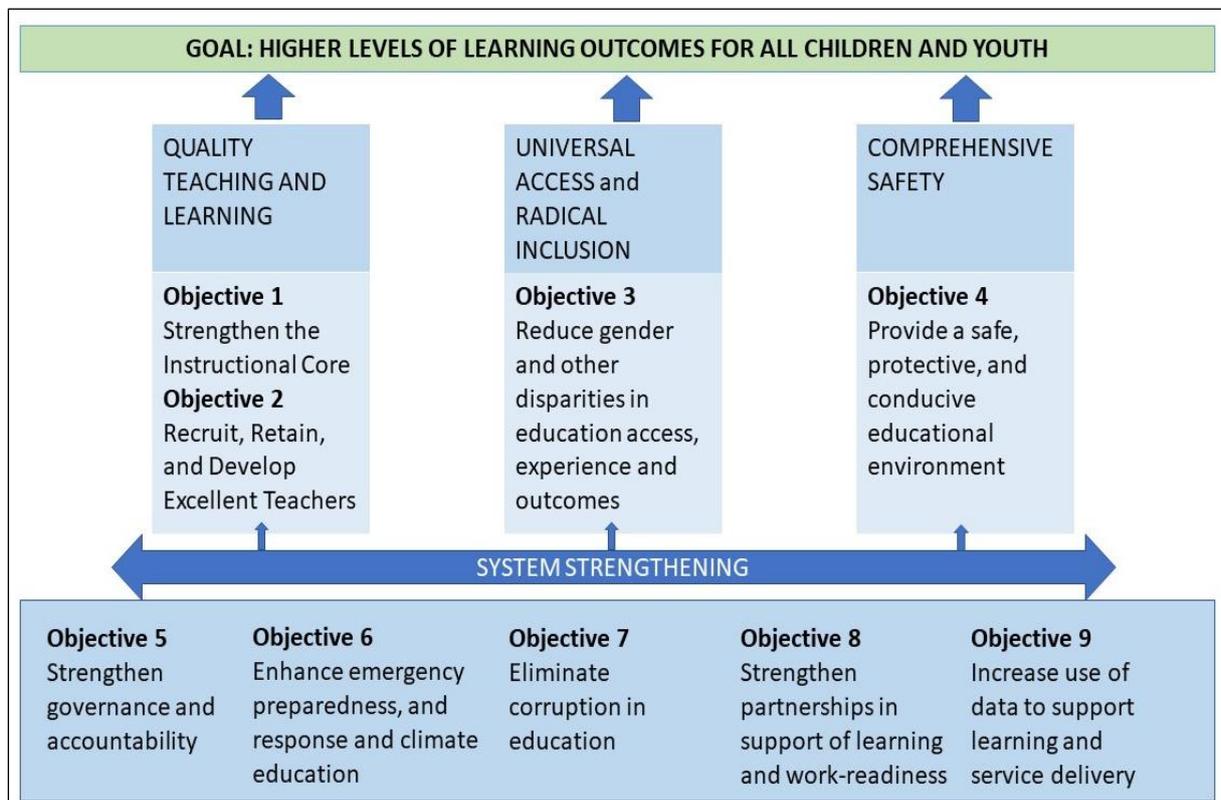
Chapter 4 expands on these SOs and includes the expected outcomes and planned activity for each objective. Some activities are aligned with a particular sub-sector, whilst others might span multiple sub-sectors.

Chapter 4: Planned ESP Activities to Achieve Strategic Objectives

Objective 1: Strengthen the instructional core (curriculum, teaching and learning resources, assessment).

Improvements in learning cannot take place without a strong instructional core. This includes:

- A standards-based or competency-based curriculum that responds to the needs of the learner and society
- Curriculum that is developmentally appropriate, gender-responsive and aligned across the entire education sector
- Teaching and learning materials (TLMs) and facilities that support the curriculum assessments.

The curriculum, TLMs, teaching methods, assessments, and learning environment must be in alignment; it is this coherence of the instructional core that is most important for improved learning outcomes. For technical and tertiary education, it is also important that the curriculum is aligned with the needs of the labour market.

Planned activities to support Objective 1 and its associated outcomes are described below. The numbers in parentheses refer to the budget activity number.

Outcome 1.1 All schools and educational institutions have access to standards-based curricula, with clear learning expectations and aligned assessment standards that are gender-responsive, and receptive to the needs of the labour market

The MBSSE recently reviewed and updated the basic education curriculum framework and subject syllabuses and, in 2021, completed the senior secondary curriculum framework. The pre-primary sector has also developed minimum standards, a national curriculum, and a guide for pre-primary educators on how to use the curriculum. Whilst the documents exist, not all schools and teachers have access to them, meaning that they must be disseminated and implemented. For the NFE sector, there is still a need to review, standardise and update the curriculum.

In TVET and tertiary education sector, the MTHE will support the development of standards to improve the quality of courses offered and ensure alignment with the needs of the economy. To allow for the transfer of credits and qualifications across institutions, work will continue in the development of the NQF. The following activities will be prioritised:

- Print and disseminate relevant curricula to pre-primary, primary, secondary, and non-formal schools (1.1.1, 2.1.4, 3.1.1, 4.1.6)
- Develop and print climate change education manual and flyers
- Review and update competency-based and gender-responsive NFE curriculum in literacy, numeracy, community studies, and entrepreneurship (4.1.5)
- Develop and implement minimum professional standards (MPS) for accredited TVET institutions (5.1.1)
- Develop curriculum for priority TVET programmes (5.1.2)
- Develop apprenticeship and industrial attachment scheme for TVET (5.4.3)
- Develop benchmark minimum academic and professional standards (BMAPS) for all accredited higher education programmes (7.1.1)
- Review and revise HEI curricula that is gender-responsive and aligned with labour market requirements (7.1.2)
- Finalise, disseminate, and implement the NQF for technical and higher education institutions (7.1.3, 7.1.4)

Outcome 1.2 All schools and educational institutions have the teaching and learning materials and facilities needed to support quality teaching and learning

The MBSSE has developed and reviewed textbook contents for early grade English Language learning. The textbooks are adequate for children to learn to read. There are also teachers' guides that correspond to the textbook. The focus of this outcome is to ensure that teachers and students have access to a teacher's guide, lesson plans and learning materials.

Instructional materials (textbooks, supplementary materials, manipulatives, etc.) and facilities (labs, libraries, etc.) provide important support for the delivery of the curriculum. MBSSE has set a standard book to student ratio of 1:1 in the core subjects for primary through to senior secondary level. Yet, there are still some schools that have not yet met this standard, and replenishments are necessary. NFE, TVET, and TEIs are lacking many of the modern tools, equipment, and facilities to deliver the curriculum. The following activities address these challenges:

- Provide core textbooks to reach a 1:1 ratio in each school (2.1.1, 3.1.2)

- Provide a standard package of teaching and learning materials (TLMs) to students in every pre-primary, primary, and secondary school to support the curriculum (2.1.2, 3.1.3, 3.1.4)
- Develop and distribute gender-responsive teacher guides in core subjects for primary and secondary teachers (2.1.3, 3.1.4)
- Refurbish and equip home economic centres, including providing condiments (2.1.7, 2.1.8)
- Provide TLMs, including tools and equipment to support skills training, to NFE centres (4.1.3, 4.1.4)
- Provide laboratories, workshops, equipment, and tools for accredited TVET institutions (5.1.3)
- Provide and/or modernise labs, libraries, ICT infrastructure and other teaching and learning supports for HEIs (7.1.5)

Outcome 1.3. Relevant assessments used to measure learning at key points in the system

Assessments are a critical part of the learning process because they provide information about whether individual students or the system is making progress towards learning goals. Continuous assessments are a part of the curriculum but are not effectively used by teachers.[56] There is a heavy reliance on end-of-cycle examinations like the NPSE, BECE, and WASSCE, but these merely serve to determine a transition to the next level of education and do not serve as a guide for how to improve teaching and learning.

Over the last few years, the system has implemented the EGRA/EGMA in primary 2 and 4, which provided some insight into performance during the early years; assessments in JSS2 and SSS2 also provided insights into education in secondary school. However, these assessments have been donor-led and funded, and therefore, ad-hoc in nature. The system of assessment and certification of TVET programmes is still developing. The NCTVA is tasked with assessing and certifying TVET programmes, but they cannot currently test skills acquisition. As such, future specialised centres will be responsible for the testing and certification of skills. In HEIs, continuous assessments and exams are in place, but could benefit from clear policies around grading and standards. Sparse data exists on the job prospects of graduates from HEIs and TVET institutions. The following activities address these challenges:

- Adapt or develop, pre-test, and implement assessments to measure learning progress in pre-primary (1.1.2, 1.1.3)
- Adapt or develop pre-test learning assessment in English Language and mathematics for primary 3 students (2.1.5, 2.1.6), JS and SS students (3.1.5)
- Conduct annual assessments of reading and mathematics for students in class 2 and class 4 (2.1.6)
- Establish specialised centres of excellence for specific trades for testing and certification for TVET institutions (5.1.5)
- Develop assessment policies in HEIs with clear standards and a grade appeal process for students

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[56] Objective 3 will address professional training of teachers in continuous assessment.

- Develop and conduct a labour market survey of recent graduates of technical and higher education institutions every two years

Objective 2: Recruit, retain and support excellent educators

Educators are the backbone of the education system, as they are primarily responsible for delivering the curriculum and ensuring that students learn in safe and nurturing environments. They can only perform this role if they have the skills, knowledge, attitudes, and support to do so. The ESA showed that there are still many challenges with regard to teachers and educators at all levels of the system. There are not enough qualified teachers to match the growing needs of the system, especially in STEAM subjects. Additionally, a large share of public school teachers are not on the government payroll and there is an uneven distribution of qualified teachers. Apart from the pre-primary sector, most teachers are male, which has implications for the success of female students. Recent studies have shown that teachers and other educators (NFE facilitators, tutors, trainers, etc.) lack the content and gender-responsive pedagogical skills to deliver the curriculum,[57] and most teachers do not have access to professional development opportunities. Finally, with the full implementation of the FQSE programme, the government would need to hire almost 30,000 new qualified teachers in the next five years.[58] Educators in STEAM fields and skilled TVET instructors are currently in higher demand.

Outcome 2.1 Recruit and retain qualified teachers and educators to meet the demand

As the education system continues to grow, more qualified teachers are needed across all sectors. To improve the gender balance, there needs to be a concerted effort to recruit female teachers in all areas. In addition, teachers in STEAM subjects, special needs education (SNE) teachers, and teachers willing to work in rural areas are also in high demand. Since teaching is not a highly regarded profession, more needs to be done to professionalise the occupation and encourage high performing secondary and university graduates to enter the field. Once in the teaching field, a clear career pathway for development and promotion will also be important to retain qualified teachers.

- Recruit qualified pre-primary, primary, and secondary teachers to meet the demand whilst improving the gender balance of the teacher workforce (1.2.2, 2.2.1, 3.2.1)
- Provide hardship allowances to encourage trained and qualified teachers and educators to serve in remote and underserved communities (2.3.3)
- Pay stipends to literacy facilitators in NFE Centres (4.2.4)
- Develop or review staff promotion and reassessment criteria for growth in the educational sector (5.2.1)
- Use data to inform the placement of newly hired teachers, with priority given to local councils and schools with high PQTRs

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[57] See: MBSSE, "Sierra Leone Secondary Grade Learning Assessment (SGLA) Technical Report"; GIZ, "Diagnostic Study of TVET Sector in Sierra Leone"; UNICEF, Global Partnership for Education, and Ministry of Basic and Senior Secondary Education, "Sierra Leone National Early Grade Reading and Mathematics Assessment Baseline Study."
[58] World Bank, "Teachers and Teaching in Sierra Leone."

- Organise outreach and career day engagements with students in SSS and universities, encouraging them to take up teaching as a profession with a focus on specific career pathways for women, students with disabilities, and other underrepresented groups (6.3.1)

Outcome 2.2 High-quality pre-service education for teachers

Pre-service education is offered by six HEIs across the country, and graduates are certified by the NCTVA. There are many ways to improve pre-service education starting with ensuring that the students who enter are prepared to go through a rigorous programme. There also needs to be more structured opportunities for teaching practice in schools during the pre-service programme. Better alignment is needed between the new school curriculum and the pre-service teacher training curriculum, and teacher training programmes need to be strengthened to ensure that teachers have the pedagogical skills and knowledge needed to deliver the curriculum. For the thousands of teachers who are already teaching without the requisite qualifications, the teacher training institutions in collaboration with the TSC will develop flexible certification programmes to allow them to receive the required qualifications. The following activities will be prioritised during this ESP:

- Provide supervised teaching practice opportunities for teacher trainees enrolled in pre-service teacher education programmes (6.1.2)
- Design flexible training programmes for teachers on the government payroll without the required qualification (6.2.2)
- Train/upgrade unqualified teachers and certify them based on TSC guidelines (6.2.3)
- Upgrade classrooms, laboratories, libraries/resource centres, ICT infrastructure, and workshop facilities in Teacher Training Institutes (TTIs) (6.3.2, 6.3.3, 6.3.4)
- Develop and use teacher/educators performance assessment strategy and toolkit (6.9.1)
- Provide scholarships to teacher trainees in STEAM, SNE, languages etc., with a focus on gender balance (6.2.1)

Outcome 2.3 High quality continuous professional development and in-school support to teachers and other educators

Educators and teachers who are currently teaching also need to continually update their knowledge and skills to effectively deliver the curriculum. It is best when this is embedded within a structured continuing professional development (CPD) framework that clearly outlines the expectations for teacher development, and links to a transparent process for career development and licensing. Existing in-service training is currently provided by numerous providers and is not linked to career development. The TSC is currently working on a CPD framework for teachers, and the NCTVA is working on the in-service teacher training policy.

To successfully meet the goals of this plan, teachers and other educators will need to receive regular training on many topics, including the curriculum delivery and continuous assessment, gender equality and gender-responsive pedagogy, radical inclusion, creating safe and inclusive learning spaces, code of conduct, integrating CSE and climate education, school leadership, inclusive education, and basic first aid. Providers will have to innovate in terms of the delivery of these courses, including integrating technology into the process. Another

model of providing support for teachers is by having school leaders or district-based coaches to provide classroom-based coaching to teachers.

- Develop career pathway for pre-primary teachers based on education, experience, and assessment (1.2.1)
- Provide regular in-service CPD for teachers and educators in gender-responsive pedagogy and subject content for curriculum delivery, including training on inclusive education (6.1.1)
- Train teachers and other educators on emerging issues such as climate change, comprehensive sexuality education, and HIV (4.2.1, 4.2.2)
- Develop and implement HE staff capacity development plan, including gender issues (7.2.3, 7.2.4)
- Conduct a national workshop for PHE teachers for primary and secondary

Objective 3: Reduce gender and other disparities in educational access, experience, and outcomes

As discussed in Chapter 2, disparities continue to influence educational access, experience, and outcomes for marginalised children. In response, the MBSSE developed a landmark Radical Inclusion Policy, which focuses on children with disabilities, girls (especially pregnant girls and parents), children in rural remote areas, and children from poor households. The policy has four sub-objectives: creating inclusive learning environments, targeting support to vulnerable learners, engaging families, and communities, and creating an enabling policy environment. Whilst this policy focuses on basic and secondary education, the same principles can apply to TVET and tertiary education. The activities and actions of this ESP are aligned with the policy.

Outcome 3.1 Children with special education needs are supported to succeed

Early identification of special needs is important to support children with disabilities. Therefore, in pre-primary and primary schools, the MBSSE will work with specialised ministries and partners to conduct screening of children who enter school to determine what, if any, interventions or support are needed. The MBSSE will work with parents and other service providers to help children to access the support they need, whether they are in mainstream schools or specialised schools.

Pre-service and in-service teacher training will also include some training of teachers on how to provide simple accommodations for children with special needs, with particular attention given to girls. The ESP provides funding for assistive devices such as glasses, braille computers, hearing aids, wheelchairs, etc, for children who need them. The school approval policy also expects that school infrastructure will be disability-friendly, or that schools will have a clear plan for making infrastructural improvements to become disability accessible.

- Provide annual screening and identification (in partnership with specialised ministries) for children in pre-primary and primary education
- Provide assistive devices (physical, hearing, vision) supports to learners with special needs across all education levels (1.3.4, 2.3.4, 3.3.5)
- Provide gender-appropriate accommodations to learners with special needs across all education levels (1.3.4, 2.3.4, 3.3.5)

- Ensure all new school infrastructure being built, including WASH facilities, will be accessible to children with disabilities (ref: Outcome 4.1 and 3.3)
- Conduct in-service training for teachers on gender-transformative education pedagogy and inclusive education (see Outcome 2.3)

Outcome 3.2: Targeted support provided to vulnerable and struggling learners

In addition to the support for children with disabilities described above (Outcome 3.1), the MBSSE will also provide other support specifically for children from poor, food-insecure communities, pregnant girls and adolescent mothers, and children who are falling behind academically. The 2021 National School Feeding Policy[59] seeks to provide nutritious meals to all pupils in pre-primary and basic education, prioritising schools in the most food-insecure areas.

Recognising the high rate of teenage pregnancies and its impact on girls' education, the National Strategy for the Reduction of Adolescent Pregnancy and Child Marriage[60] was launched in 2018. Activities in support of this strategy include the introduction of CSE (see Outcome 2.3 and Outcome 4.1) into the school curriculum and lifting the previously existing ban that prevented pregnant girls from attending school and sitting for exams.

- Provide school meals to all pre-primary and primary students in vulnerable communities (1.3.3, 2.3.2)
- Develop and provide supplementary materials on CSE for schools, TVET and NFE centres (2.4.1)
- Provide welfare and hygiene packages for vulnerable girls in government-assisted schools
- Develop modules for remedial teaching for slow learners in JSS1 and SSS1 (3.3.1)
- Train teachers to deliver remedial lessons for slow learners in secondary (JS1 and S1) in English Language and mathematics (3.3.2, 3.3.3)
- Sensitise parents and communities on the importance of CSE and their role in supporting their children
- Popularise the Radical Inclusion Policy in schools and communities
- Establish and ensure there is a functional referral pathway system in schools for reporting and addressing SGBV
- Ensure an effective system exists to provide counselling and psychosocial support to children, especially pregnant girls and victims of SGBV

Outcome 3.3: Increase access to educational opportunities for girls and underserved communities

As seen in Chapter 2, many communities have limited access to schools and other educational facilities across all levels. According to a recent school coverage study, 99% of the population has a primary school within a three-mile radius.[61] For other educational levels, coverage is lower, with 63% for pre-primary, 78% for junior secondary, and 45% for senior secondary.

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[59] Ministry of Basic and Senior Secondary Education, "National School Feeding Policy."
[60] Government of Sierra Leone, "National Strategy for the Reduction of Adolescent Pregnancy and Child Marriage 2018-2022."
[61] GRID3, "Education Coverage in Sierra Leone."

These averages mask even lower coverage in certain districts. For example, in Kailahun only 20% of the population has a pre-primary school within three miles; only 41% have a JSS, and 8% have an SSS. The new School Infrastructure and Catchment Area Policy dictates that new infrastructure be built based on needs and population data, and should reduce disparities in access to schools. Activities also address gender disparities in access to different subjects and programmes, as girls are underrepresented in STEAM programmes and technical fields.

- Reconstruct or rehabilitate pre-primary classrooms, primary and secondary schools based on the school catchment area policy (1.3.1, 1.3.2, 2.3.1, 3.3.4)
- Set up or strengthen career guidance and counselling for trainees in TVET institutions, especially for girls and marginalised groups (5.3.2)
- Provide scholarships to female students in STEAM courses in tertiary education and non-traditional technical fields (7.3.2)
- Conduct awareness/sensitisation on the existence of STEAM scholarships for women in tertiary education (7.3.1)
- Provide bridge programmes (e.g. accelerated learning programmes) that prepare out-of-school children, including pregnant girls and lactating adolescent mothers, to re-enter formal schooling.

Objective 4: Provide safe, healthy, and conducive educational environments

Students are more likely to learn when they are in an environment that is physically and psychologically safe, and free from all forms of abuse. Unfortunately, the experience of many students does not match these requirements. Too many students experience SGBV, bullying, corporal punishment, and other forms of violence and discrimination, either in school or during their journey to or from school. Schools and other learning spaces are especially unsafe for girls and children from marginalised groups.

The MBSSE has produced several documents addressing this issue including a Guide for Reducing Violence in Schools and the Teacher Code of Conduct. Whilst the Teacher Code of Conduct includes clear guidance and stipulates punishment for violations of the code, coordination and linkages with the Child Protection Information Management System and referral systems under the Ministry of Gender and Children's Affairs are necessary for its implementation. The MBSSE is also piloting a programme to prevent SGBV, as well as a minimum standard monitoring framework. Current work on the finalisation of referral procedure and protocol needs to be widely disseminated and put into practice by creating safe and confidential reporting at the school level; this would ideally link to CSOs, the human rights commission, the National Commission for Children, and school governance bodies.

Many school facilities do not meet minimum standards for health and safety. The MBSSE School Approvals Policy Guidelines and the Building Regulations provide the minimum criteria that schools must have to receive approval including a safe water source, adequate toilets and hand-washing facilities, and play space. Unfortunately, many schools, even approved schools, do not meet these criteria. For example, more than a third of schools report having no access to water on the premises; 40% do not have access to good toilets, and only 9% have toilets accessible to students with disabilities. During this plan period, the goal is to increase the percentage of schools and other educational institutions that provide a safe place for students

to learn and to eliminate all forms of abuse. All TEIs should also be required to develop and enforce a code of conduct for staff and students.

Physical and health education is important for promoting the health and overall wellbeing of students. In addition, studies have shown that increased physical health can lead to improved academic performance.

Outcome 4.1 Infrastructure meets minimum standards for health and safety

The MBSSE and MTHE will provide infrastructure support grants to government and government-assisted schools to improve their infrastructure to enable them to meet minimum standards, making classroom buildings and WASH facilities more accessible to students with disabilities and girls.

- Provide infrastructure support grants to community and government pre-primary schools that do not currently meet minimum infrastructure standards (1.4.1)
- Provide infrastructure support grants to government-owned primary and secondary schools to meet minimum standards, considering differentiated infrastructure needs for boys and girls (2.4.2)
- Help government-assisted secondary schools reach minimum standards as per the School Approval Guidelines (ensuring WASH facilities are gender-sensitive) (3.4.1, 3.4.1)

Outcome 4.2 Educational Institutions are free from all forms of violence and abuse

The laws of Sierra Leone and the Teacher Code of Conduct explicitly prohibit all forms of SGBV and abuse, including corporal punishment in schools. Teachers will be trained on the Code of Conduct (see outcomes 2.2, 2.3). Codes of conduct for TVET and TEIs will be reviewed and updated or developed where they do not exist. However, enforcement is the challenge: students, parents and communities are not always aware of the various reporting channels available to them, and social norms also make it difficult to report all but the most egregious forms of abuse and violence.

- Popularise the School Safety Policy (3.5.1)
- Develop and implement gender-responsive codes of conduct for staff and trainees of TVET Institutions (5.4.1)
- Provide guidance and counselling services to higher education students for SGBV issues (7.4.1)
- Review higher education staff handbook to ensure they include ethical standards, SGBV, and grievance redress mechanisms (7.4.2)

Outcome 4.3 Improved opportunities for students to participate in sports

Intercollegiate and inter-school sporting events are great avenues for students to showcase their sporting talents. It is a great way for students to develop important skills and character traits such as teamwork, leadership, commitment, interpersonal skills, and work ethic. It can also aid in identifying students with talents to pursue a career in this area. It will be important for girls and boys to participate equally in these events.

- Conduct a national workshop for Physical and Health Education (PHE) teachers for primary and secondary schools (monitoring and evaluation (M&E) and admin)
- Organise intercollegiate and inter-TVET athletics (M&E and admin)
- Organise inter-primary and inter-secondary athletics (M&E and admin)
- Hold inter-primary and inter-secondary soccer competitions for boys and girls (M&E and admin)

Objective 5: Strengthen governance, management, and accountability of the system

Improving learning outcomes takes more than just the efforts of individual education professionals.[62] It requires the whole education system (people, policies, resources, norms) to be aligned toward the goal of improving learning. It requires behaviour change, with every educational actor focused on delivering learning for all. In addition to learning expectations, which are discussed under SO1, key education professionals (teachers, school leaders, district support staff, and central ministry staff) need clearly defined roles and expectations. The expectations as defined in various regulatory instruments will be reviewed and revised during this plan period. In addition to strengthening the policy and regulatory environment and clarifying expectations of educational actors, the ESP will support accountability through improved monitoring and supervision of schools and other educational institutions. Bodies that are responsible for quality assurance and monitoring will be strengthened to perform this role.

Outcome 5.1 Policy and regulatory environment strengthened

Many of the laws and policies guiding the system are outdated and need to be reviewed and revised to match new realities. Some of this work is already underway. These activities are concerned with the revision and updating of various Acts and ensuring that new policies are popularised within the system.

- Develop, print and disseminate a Nonformal Education Policy in Sierra Leone (4.1.1, 4.1.2)
- Finalise the review of education regulatory instruments (Education Act 2004, NCTVA Act 2001, Polytechnic Act 2001), enact and popularise them (5.5.2, 7.5.1)
- Popularise the School Infrastructure and Catchment Area Policy and the School Approval Policy (3.6.2)
- Develop a communication strategy for the education sector (labour only)

Outcome 5.2 Schools and other educational institutions are supervised, monitored, and held accountable for learning improvements

One of the most important functions that the ministries of education should perform is monitoring the system with regard to the implementation of policies and against standards set for teaching and learning. At the MBSSE, the Directorate of School Quality Assurance, Management and Resource, with its cadre of SQAOs and school supervisors, are responsible for supervising and monitoring schools and teachers. There are also specialised agencies at

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[62] That is teachers, school administrators, lecturers, ministry staff, etc.

the tertiary and TVET level, such as the NCTVA and the TEC, who are also responsible for monitoring these institutions and need resources to effectively take on these tasks. Finally, school governance structures such as boards of governors (BOG) and School Management Committees (SMCs) also need to strengthen their ability to monitor and supervise the operations of schools.

- Train school boards of governance and SMCs on monitoring school operations (1.71, 2.7.2, 3.4.2)
- Strengthen the governance and reporting structures of education institutions (5.5.5)
- Develop human and institutional capacity in planning, management and monitoring of the education system
- Strengthen the operations of NCTVA through the establishment of national accreditation, equivalency, and certification system for TVET (5.5.1)
- Develop a scorecard and award scheme for TVET institutions (5.7.3)
- Assess the impact of teacher training, both pre-service and in-service (8.1.1)
- Monitor and supervise teaching and learning, including the implementation of CSE, and ensure that children with disabilities are getting the support they need (8.5.2)
- Conduct a public expenditure review of the education sector (8.7.1)
- Monitor, coach and supervise teaching and learning, including implementation of CSE
- Establish and operationalize a ministerial programme delivery team
- Monitor implementation of the key education policies
- Develop a quality assurance management system to support and guide TVET

Objective 6: Enhance emergency prevention, preparedness, response, and recovery

Over the last two decades, the country has experienced many emergencies that have affected a large share of the population; from conflicts that resulted in displacement, to health emergencies like Ebola and COVID-19 and climate emergencies like mudslides and floods. When this happens, the learning and wellbeing of students are affected as is the GoSL's ability to continue to provide quality education services. Girls and the most vulnerable within communities are disproportionately impacted upon, who may not be able to continue their education because they cannot access radio programming, as they may become pregnant, are at greater risk of violence and abuse, and lose access to school meals. Over the years, the GoSL has strengthened its ability to respond to emergencies after managing two major health crises.

During the COVID-19 pandemic, the GoSL established the Emergency Education Taskforce to help with the response and recovery process. This task force should be established as a permanent structure tasked with planning, coordination, and monitoring the Ministries' emergency response. The mandate of the task force should expand to conclude emergency prevention, school safety, and environmental safety.

Climate change is a risk facing Sierra Leone and the rest of the world. In recent years, we have seen school disruptions due to climate emergencies such as mudslides, extreme weather, and floods. At the Climate Change Conference in 2021 (COP26), the Ministers of Education joined others across the world in a pledge to use education as a vehicle to address problems posed by climate change.

Outcome 6.1 Positive actions taken to prevent emergencies, including the effect of climate change

Actions taken to prevent emergencies include ensuring schools are not built in disaster zones, transferring schools (students and teachers) out of known disaster zones, and integrating climate and environment education into the school curriculum.

- Review and upgrade the School Establishment Approval Policy to include Environmental Impact Assessment (EIA) (3.6.1)
- Relocate learners and teachers in schools located in disaster-prone areas to non-disaster-prone areas, and ensure no new schools are built in disaster-prone areas (3.6.3)
- Enforce recommendations related to disasters in the school approval policy
- Review map of disaster-prone areas
- Plant trees in schools and other educational institutions
- Distribute and popularise safe school protocols

Outcome 6.2 Enhanced coordination, planning, and monitoring of emergency response and preparedness

To ensure the MTHE and MBSSE are ready to respond in case of an emergency, the ministries will maintain the Emergency Education Taskforce (EET) as a permanent structure, with focal persons in each district. All schools and tertiary institutions will have an emergency response plan in place that will be activated in case of an emergency. Schools will be provided first aid kits and at least one person trained to provide basic first aid.

- Develop and disseminate disaster and emergency response plans for all schools and NFE centres, including strategies for continuing learning
- Develop gender-responsive emergency preparedness, response and recovery plans in all educational institutions
- Provide every school with a first-aid kit (2.6.1)
- Provide emergency food rations in times of crises

Objective 7: Eliminate corruption in education

Corruption in the education sector erodes public trust in the sector, increases inequality, and will prevent education from reaching its achievement goals. Corruption takes many forms and is prevalent both at the school and institutional levels, including exam malpractice, exploitation of child labour, procurement malpractices, transactions (sex or money) for grades, nepotism in hiring, bribery, and weak financial controls. The Out Of School Children (OOSC) report provides accounts from students of teachers demanding bribes for grades,[63] and the Annual Report of the Auditor General documents many irregularities in procurement, hiring, and asset management at the MBSSE. The same report found several issues with the management of examinations, finances, and personnel at tertiary institutions.

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[63] The OOSC report provides stories from students on corrupt practices of teachers. Hannah Graham et al., "Sierra Leone Out of School Children Study"

The last ESP 2018–2021 also included the eradication of corruption as one of its goals, and there were some active efforts to institute stronger exam invigilation processes to reduce exam malpractice. This ESP will continue to tackle the issue of corruption, fraud, and malpractice beyond just examination to include the tightening of financial and other controls at the ministries and other tertiary institutions.

Outcome 7.1 Code of Conduct for teachers and other educational professionals enforced

The code of conduct for teachers and other educators outlines clear ethical guidelines regarding bribery, corruption, soliciting gifts, and misuse of education funds, among other expectations. Civil servants also have a code of conduct that they are expected to adhere to. The challenge is in implementation; not just reporting breaches of the code, but also penalising offenders who are reported. The Anti-Corruption Commission (ACC) has set up toll-free numbers and other platforms for citizens to report corrupt activities; the code and reporting mechanisms will be popularised. In addition, all pre-service and in-service teacher training and training of SMCs and BOGs held during this plan period will include modules on the code of conduct. BOGs and SMCs will receive training on how to monitor school operations to ensure that the code of conduct is followed and will teach how to report breaches.

- Review pre-service teacher training curriculum and CPD courses to include values, ethics, and anti-corruption education (see Outcome 2.1 and 2.2)
- Popularise the corruption reporting platforms set up by the ACC (toll-free numbers, website) and the MBSSE's toll-free number (8.7.1) so parents and other stakeholders can report corruption issues in education
- Develop and enforce a harmonised code of conduct for teachers, tutors, facilitators, and educators

Outcome 7.2 Reduced incidences of exam malpractice and academic fraud

The MBSSE has intensified attempts to reduce incidences of examination malpractice by signing a Memorandum of Understanding (MOU) with the Anti-Corruption Commission, the Sierra Leone Police, the Sierra Leone Teachers Union, and CSOs. Similarly, the TEC signed an agreement with the Sierra Leone Police for the elimination of illegal operations in HEIs. A report on irregularities in the WASSCE examinations showed a decline in the percentage of candidates involved in examination malpractices from 2018 to 2019.[64]

- Sensitise the public on examination malpractices (2.7.1, 3.7.1)
- Develop ethical standards and procedures to safeguard against academic fraud and other academic malpractices in schools and higher education (6.7.1)
- Develop clear and transparent system for reporting incidence of corruption and malpractices, and enforce the rules (5.7.1)

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[64] West African Examinations Council, "Report on Special Irregularity and Clemency Cases in WASSCE for School Candidates, 2020 in Sierra Leone."

Objective 8: Strengthen partnerships in support of learning and work readiness

Society shares the responsibility of preparing children and youth for successful futures. Some of the most important partners in this endeavour are parents and caregivers, who play key roles in a child's development. Other partners include CSOs, the private sector, ministries, departments, and agencies, national and international NGOs, external donors, semi-autonomous education bodies like the TSC, and protective services, such as the Family Support Unit of the Sierra Leone Police.

Public-private partnerships (PPPs) are important for TVET and higher education institutions to ensure that students have the skills required for jobs and self-employment, and to provide internship and apprenticeship opportunities at that level. However, PPPs in the education sector are currently limited.

Both ministries have benefited from partnerships with a range of external actors, including bilateral donors, multilateral agencies, and international NGOs. The Education Development Partner Group (EDPG) brings together these partners and is co-chaired by the Ministry and a representative of the partners, currently the World Bank. It initially included only external partners but was later expanded to include the Education for All Sierra Leone coalition, which represents local CSOs and NGOs, and the Sierra Leone Teachers' Union. There is also a smaller group of development partners that meet separately called the Education Donors Group.

Outcome 8.1 Strengthened partnerships with parents and communities in support of learning

- Provide information to parents on how to support their children learning at home, taking into consideration gender roles (1.81)

Outcome 8.2 Strengthened partnerships with the private sector, civil society, and donor partners to support the educational sector

- Establish public-private partnerships to support the provision of educational services and facilities
- Update mapping of education partners' interventions in the education sector
- Monitor and report on education partners' intervention
- Establish viable partnerships with other technical teaching and research institutions to deepen skill transfer and research
- Establish sustainable financing mechanism for TVET (5.3.1)

Objective 9: Increase the use of data and technology to support learning improvement and service delivery

With the formation of DSTI and the development of NIDS, the GoSL signalled its commitment to inclusive digitisation of the economy. In education, new initiatives are underway to use diverse technologies in teaching and learning, monitoring and supervision, citizen engagement, and improving service delivery and management.

Though internet penetration is limited (25%), most of the population has access to mobile phones (73%) and radio (55%).[65] Radio has allowed the MBSSE to reach many students during prolonged school closures due to Ebola and COVID-19, but data shows that children in rural districts lack access, and about one-third of students did not receive the broadcasts. To expand coverage, the Ministry is committed to purchasing additional transmitters that would expand the reach to 96% of school-aged children. Interactive radio instruction can be used to provide educational programming, even outside of emergencies.

In terms of improving service delivery and management, the collection of data for the ASC has been completely digitised and is the foundation of the EMIS. A national census for tertiary and higher education was also conducted in 2020 for the first time. Whilst there has been significant improvement in data collection, data is still fragmented and underused. For example, the Situation Room is an infrastructure set up through the Global Partnership for Education (GPE) to receive frequent data from schools, and is being recommended for integration into the EMIS by the GoSL's Public Sector Reform Unit (PSRU). There also needs to be links between the EMIS data and the Teacher Management Information System and the data from West African Exam Committee (WAEC) and other assessment bodies. Over the last few years, DSTI has created an education data hub to provide access to education data and encourage its use in decision and policymaking, but this is in a nascent stage. To ensure proper coordination of all education databases and the existence of a one-stop entry point for access to all data on education, a proposal has been made for the establishment of an Education Data Working Group (EDWG) with a membership of all individuals in charge of databases on education. The EDWG will be co-chaired by the Director of Planning of the MTHE and the MBSSE. A key decision by the EDWG will be the timescale for the establishment of a central database into which all other databases will feed and the management and administration of the same.

The One Tablet Per School (OTPS) initiative is being rolled out in all schools to develop a school-based information system based on the collection of real-time information that can be used for school improvement. As mentioned earlier, the Giga project is piloting the provision of internet access to schools. Whilst these initiatives hold much promise, they need to be coordinated and designed within an overall structure or policy guiding the use of ICT in education.

Outcome 9.1 Improved data for management and decision-making

Whilst data collection for the EMIS has improved over the years, data is still lacking for NFE programmes, including skills training centres. Resources will be provided to strengthen data collection in this sector. In addition, resources will be provided to strengthen the EMIS system to integrate with other data sources that are available, making for a more comprehensive system.

- Establish the EDWG to ensure proper coordination of all databases on education
- Establish and maintain an integrated EMIS that links or merges data from multiple sources (e.g., school census, WAEC, etc), multiple years, and multiple levels

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[65] Statistics Sierra Leone and ICF, "Sierra Leone Demographic and Health Survey 2019."

- Provide one tablet to every government and government-assisted primary and secondary school (2.9.2, 3.9.2, 4.9.3, 4.9.4)
- Conduct annual census for TVET and higher education institutions (5.9.1)

Outcome 9.2 Strengthened use of technology to support teaching and learning

- Develop interactive radio programming focused on school readiness (1.9.1)
- Connect primary schools to a power source (e.g. solar power, where necessary) (2.9.1)
- Provide e-management/e-learning systems to TVET Institutions (5.9.2, 5.9.3)
- Connect government and government-assisted secondary schools to a power source (e.g. solar power) (3.9.1)
- Provide Bluetooth radio for tutorials at the CLCs (4.9.1)
- Procure computers for TVET institutions (5.4.4)
- Procure and install fast and reliable internet access in all TTIs and public HEIs (6.9.2, 7.1.5c)
- Train Head Teachers in government and government-assisted primary schools on the use of tablets for data collection and reporting (6.9.3)

This chapter has outlined the detailed activities that will be included and costed in the ESP to help reach its goals. The next chapter will discuss the implementation arrangement, and the final chapter will include details on the cost.

Chapter 5: Implementation Arrangement & Monitoring Plan

Roles and responsibilities

The staff and management of the MBSSE and MTHE will be responsible for the overall implementation, coordination, and oversight of the activities outlined in this ESP. The MBSSE has overall responsibility for the pre-primary, primary, junior secondary and senior secondary, as well as the nonformal and adult literacy sectors. The MTHE is responsible for TVET and higher education. There are some activities related to TVET and teacher education that span both ministries. Within the two ministries, there are technical directorates that are responsible for different technical areas and headed by a director.

The directorates for MBSSE are Partnerships and Financing; Educational Services and Programmes; School Quality Assurance, Management and Resources; Policy and Planning; Curriculum and Research; and Non-formal education. The directorates of the MTHE are Tertiary Education, TVET, Monitoring and Evaluation, and Science Education as well as Research, Planning and Development, and Technology and Innovation (see Annex B for organograms).

In addition, the two ministries have semi-autonomous agencies (e.g. TSC, TEC, WAEC, NCTVA), which will also be responsible for implementation. For example, the TSC is responsible for teacher management and CPD, whilst the NCTVA and TEC provide quality assurance of TVET and tertiary education programmes.

Since basic education is a devolved function, the MBSSE will work closely with the local councils, who are responsible for the management of basic education. At the local council level, there is the Local Council Education Committee (LCEC), which is made up of elected councillors who provide oversight to education at that level. There are also education officers

at the DEO, led by the Deputy Director of Education. Table 1 outlines the broad roles and responsibilities of the main actors responsible for education service delivery. Responsibility for individual activities of the plan is outlined in the implementation plan (see Annex E).

Table 1. Roles and Responsibilities of Main Actors

Actor	Roles and Responsibilities
MBSSE	Coordination, policy & planning, oversight, monitoring and evaluation, resource allocation, gender mainstreaming
MTHE	Coordination, policy & planning, oversight, monitoring and evaluation, resource allocation, gender mainstreaming
TSC	Teacher Management
TEC	Tertiary Institutions: quality assurance
DEO	District planning; monitoring and supervision of schools; management of basic education schools
LCEC	Planning, oversight of education in local councils; management of the local council budget for education; development of education plans
WAEC	National and international examinations; assessments
NCTVA	TVET standards, certification, quality assurance, examinations
Schools and other educational institutions	Delivery of the curriculum, continuous assessment, and implementation of relevant aspects of the ESP. Translation of policies and plans into action at the school and/or institutional level

In addition to education actors, the plan also relies on collaboration with other ministries, departments, and agencies (MDAs). The primary MDAs are highlighted in Table 2.

Table 2. Roles and Responsibilities of Other Ministries, Departments and Agencies (MDAs)

MDA	Roles and Responsibilities
Ministry of Social Welfare, Gender, and Children's Affairs	Safety and protection of children; ensuring educational rights for girls, children with disabilities, and other marginalised groups (Objective 3)
Ministry of Finance	Financing of education (Objective 5)
Ministry of Agriculture, Forestry and Food Security	School feeding (Objective 3, 4)

MDA	Roles and Responsibilities
Ministry of Local Government and Rural Development	Support to local councils; strengthen coordination between MBSSE and local councils (Objective 5)
Ministry of Health and Sanitation	School health and nutrition; safety and protection (Objective 4)
Ministry of Works and Public Assets	School facility design; construction of facilities
Office of National Security	Emergency preparedness and response (Objective 6)
DSTI	Technology integration (Objective 9)
ACC	Reduction in corruption (Objective 7)
PSRU	Capacity development of education staff (Objective 5)

ESP coordination and information sharing

There are several structures currently in place for coordination and information sharing that this ESP will build on to ensure coordination and information sharing among all relevant parties. Given that there are two ministries responsible for the delivery of the plan, and that there are overlapping areas, the two ministries will need to work together to deliver on the plan. Each Ministry will appoint a focal person to coordinate the activities of the ESP.

The following are the structures and mechanisms for ESP coordination and information sharing:

Education inter-ministerial and partner group meetings.[66] This group is made up of the ministers of MBSSE, MTHE, and Finance, TSC Chair, Chief Minister, and other heads of agencies. They will be responsible for performance oversight of the ESP and will meet quarterly. During those meetings, the ESP focal persons will provide progress updates and present issues that need a policy or executive decision. The Deputy Minister of MBSSE and MTHE will be responsible for ensuring gender aspects are included in all deliberations.

Senior management team meetings. The senior management team includes professional heads, directors, administrative heads, and heads of departments of the MTHE and MBSSE. The team will meet every two weeks to review progress made on the ESP and identify any issues that need the attention of the executive meeting. The Gender Desk Officers from MBSSE and MTHE will participate in these meetings.

Local council/district coordination meetings. These will include representatives from the LCEC, DEOs and other district stakeholders. The meetings will be facilitated by the Deputy Director of Education and will provide an update on the district's progress in ESP

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[66] Same group that provides oversight to FREE Education Activity

implementation. The focus will be on identifying risks early and resolving bottlenecks to implementation.

Education Development Partners Group Meeting. This group is comprised of Ministers and technical heads of MBSSE and representatives of development partners, NGOs, and CSOs involved in education delivery. The group will meet quarterly and will have a standing agenda to receive updates on ESP implementation from the focal persons.

Joint Education Sector Review. This will take place annually to review progress made in the year and decide on priority actions for the following year. The ESP focal persons will be responsible for preparing a report on the progress of implementing the plan, which will be shared prior to the meeting. The meeting will include key education stakeholders from districts, MBSSE, MTHE, development partners, academics and CSOs.

Risk factors and mitigation strategies

There are several requirements for the effective implementation of an ESP spanning five years. These include:

- Political change and change in government priorities
- Economic forecasts and assumptions that undermine the government funding of the plan are not met
- Health or climate emergencies that disrupt education
- Expected support from development partners does not materialise
- Limited human resources and technical constraints

Table below summarises the risks to the successful implementation of the ESP. It includes risk levels: high (H), medium (M), and low (L) as well as mitigation strategies.

Table 3. Summary of Risks and Mitigation Strategy

Risk	Likelihood	Impact	Mitigation strategy
Change in political priorities due to national elections	L	H	The development of the ESP was led by civil servants who do not change because of political change. Broad national consultations were held to inform the development of the plan.
Economic growth projections fall short of assumptions	M	H	Economic growth estimates used in the plan are conservative. Should the economic forecast fail to reach even these conservative estimates, the inter-ministerial group will need to make further prioritisation decisions.

Risk	Likelihood	Impact	Mitigation strategy
Disruption in schooling due to health and other emergencies. This might include new variants of the COVID-19 pandemic that are deadlier and do not respond to vaccines	M	M	The MBSSE and MTHE will be taking steps to enhance emergency preparedness and response. They will also continue to build on the ability to offer education via remote means in the event of prolonged school closures.
Limited human and technical capacity to implement these activities	H	H	There are vacancies within key directorates at both ministries. To mitigate this risk in the short term, local consultants will help with specialised activities. The management and functional review of the MBSSE has identified areas where technical and operational capacities need to be built, and this will be implemented.
Lack of coordination and too many priorities	M	M	Several initiatives and projects are being undertaken with FREE and FQSE being the main ones. The coordination mechanisms highlighted above are robust and aligned with the coordination mechanisms for FREE.
Expected support from education development partners does not materialise or is not aligned with the priorities of the ESP	M	M	The GoSL has enjoyed support from donor partners who were consulted in the development of the plan. As such, the expectation is that all activities will be aligned. If there are issues, they can be resolved by the inter-ministerial group.
Financial management, procurement, and other operational risks	M	H	There are laws and controls that, if followed, will minimise these risks. Internal and external audits will be completed yearly, and recommendations will be implemented.

Monitoring and evaluation of the plan

The ESP will have a strong focus on the M&E of results and outcomes to ensure that the implementation of the plan remains on track to achieve its targets and goal. A detailed M&E

framework is included in Annex D. The M&E framework includes goals, intermediate result indicators, baselines and target values, frequency, data source methodology and responsibilities for data collection.

The overall responsibility for M&E will lie with the Policy and Planning Directorate of the MBSSE and the Directorate of Technology and Innovation and Directorate of Monitoring and Evaluation and the Directorate of Planning, Policy and Research of MTHE. These directorates are already responsible for the EMIS, which has basic data on enrolment, schools, facilities, and educators.

The Minister and the senior management of the respective ministries have overall responsibility for holding the directorates and agencies to account and ensuring the delivery of the plan. At the MBSSE, the Minister's Office is supported by a delivery team approved by the GoSL through its cabinet secretariat, with executive clearance from the Office of the President. Where bottlenecks to delivering on ESP priorities are identified, the delivery team will play a role in supporting the MBSSE staff to troubleshoot these and to bring them back on track in consultation with the Minister, the Permanent Secretary, and the Chief Education Officer (CEO). At the MTHE, the directorates of TVET and Tertiary Education will ensure the delivery of activities of the plan as related to the programmes of the ministry, whilst the Minister will appoint a focal person to coordinate implementation and ensure timely delivery of targets.

At the district and local council level, progress on the ESP will be measured by the Deputy Directors of Education. With the school tablets, schools and Head Teachers will be able to provide data directly to the districts and the MBSSE. The MTHE will continue to implement the annual census of technical and tertiary institutions. Progress on key indicators will be collated by the ESP focal persons and included in the Annual Report on the ESP, which will be presented at the annual Joint Education Sector Review (JESR) meetings.

The overall goal of the ESP is to improve learning outcomes for all students. Measuring goal level indicators will require prior action from the MBSSE and MTHE. For the MBSSE, this includes designing national assessments for class 2 and class 4 in reading and mathematics and defining proficiency benchmarks. These proficiency benchmarks can be linked to the Global Proficiency Framework, which allows for reporting against the SDG indicators for learning. The MTHE will need to design graduate tracer studies, which will allow them to trace students one year after graduation to determine their employment status. In the first year, the NFE sector will also develop a standardised assessment of functional literacy for their learners. For each of these assessments, demographic information of students will be collected to be able to disaggregate by gender, location, disability status, and socioeconomic status. Table summarises the key performance indicators and the monitoring and evaluation framework is in Annex D.

Table 4. Key Performance Indicators

No.	Indicator Name	Disaggregation	Baseline (2020)	Year 5 (Plan Target)
GOAL: Improved learning outcomes for all children and youth				
1	**Share of P2 and P4 students who meet and exceed minimum benchmarks in English Language and mathematics**	Gender	N/A	TBD
2	**Share of students who pass mathematics and language arts in BECE (Grade 6 or better)**			
	• % of students who pass mathematics in BECE	Female	59%	80%
		Male	59%	80%
	• Gender Parity Index, BECE pass rates in mathematics	Female/Male	1.00	1.00
	• % of students who pass language arts in BECE	Female	51%	80%
		Male	56%	80%
	• Gender Parity Index, BECE pass rates in language arts	Female/Male	0.91	1.00
3	**Share of pupils who pass mathematics and English Language in WASSCE (Grade 6 or better)**			
	• % of pupils who pass mathematics in WASSCE	Female	6.5%	31.5%
		Male	7.0%	32.0%
	• Gender Parity Index, WASSCE pass rates in mathematics	Female/Male	0.93	0.98
	• % of pupils who pass English Language in WASSCE	Female	8.4%	33.4%
		Male	8.0%	33.0%
	• Gender Parity Index, WASSCE pass rates in English Language	Female/Male	1.05	1.00
4	**% of students who graduate from HEIs that secure a job or are self-employed one year after graduation**	Gender	N/A	TBD
Objective 1. Strengthen the instructional core				
5	Percentage of classrooms being taught using the new curriculum standards	Level	0%	TBD
6	Books to pupil ratio in core textbooks in government and government-assisted schools	Primary	2:1	1:1
		JSS	2:1	1:1
		SSS	2:1	1:1
Objective 2: Recruit, retain and support excellent educators				

No.	Indicator Name	Disaggregation	Baseline (2020)	Year 5 (Plan Target)
7	Pupils to qualified teacher ratio (PQTR)	Level	56	45
	PQTR, location parity index (best/worst)		3.10	1.5
8	Proportion of teachers in basic and senior secondary school that are female	Level	29%	40%
Objective 3: Improve educational access, experience, and outcomes for the most marginalised					
9	% of learners in pre-primary who benefit from school meals	Gender	5%	10%
10	% of learners in primary who benefit from school meals	Gender	18%	20%
11	Gross Completion Rate JSS		74%	85%
	Gender Parity Index, Gross Completion Rate JSS		1.00	1.00
12	Gross Completion Rate, Primary		85%	92%
	Gender Parity Index, Gross Completion Rate		1.02	1.00
13	% of female students in HEI enrolled in STEAM courses		27%	50%
14	% of female students enrolled in TVET programmes		N/A	TBD
Objective 4: Provide safe, healthy, and conducive educational environments for all					
15	**Proportion of schools meeting minimum standards for health and safety**			
	Proportion of schools with functional toilets	Level	61%	75%
	Proportion of coed schools with separate, functional cubicles for girls	Level	7%	20%
	Proportion of schools with functional toilets for pupils with disability	Level	9%	20%
	Proportion of schools with access to handwashing facilities	Level	92%	100%
Objective 5: Strengthen governance, management, and accountability of the system					

No.	Indicator Name	Disaggregation	Baseline (2020)	Year 5 (Plan Target)
16	% of schools that report at least one external support visit during the term	Level	N/A	TBD
Objective 6: Enhance emergency prevention, preparedness, response and recovery				
17	Proportion of public schools and institutions with emergency prevention and response plan	Level	0%	100%
Objective 7: Eliminate corruption and malpractice in education				
18	% of corruption-related complaints to the education toll number that are addressed within 3 months		NA	TBD
Objective 8: Strengthened partnerships with parents and communities in support of learning				
19	% of sampled parents supporting their kids learning at home			TBD
Objective 9: Increase use of data and technology to support learning improvement and education management				
20	% of primary schools head teachers submitting data using tablets	Local Council	N/A	100%
21	% of schools with access to electricity	Level	17%	25%

The full implementation plan that outlines every activity, expected outputs, inputs, unit costs, source of funding and the responsible entity is provided in Annex F.

Priority areas for research and evaluation

In addition to regular monitoring of the plan, there will be a mid-term review of progress and a final evaluation. The ministries will also undertake key pieces of research and conduct studies that will provide information to improve the system. Indicative priority areas of research include:

- Inclusion and the experience of students with disabilities in schools and other educational institutions
- Understanding factors that influence success in national examinations and the early grade assessments
- The link between performance in the national learning assessment (class 2 and 4) and the NPSE
- The new Basic Education Curriculum and Senior Secondary Curriculum - system readiness for implementation
- Evaluating the CSE curriculum

- Tracer studies of higher education and TVET graduates
- A comprehensive study of SGBV in schools and other educational facilities
- Evaluation of bridging programmes to bring out-of-school children and youths into formal education, with a focus on girls
- Role of school leadership in improving teacher performance and student outcomes
- How teachers and school leaders interpret and implement the Radical Inclusion Policy

Chapter 6: Cost and Financing

Introduction

This chapter presents the projected cost of implementing the ESP, a cost which cannot be disassociated with the running of the existing system. The total cost of plan implementation is therefore a combination of the cost of the proposed activities and the cost of sustaining the existing system. This chapter also highlights the approach followed in deriving the cost of the activities under the various sub-sectors and objectives. Alongside the cost, the chapter highlights the resources that are likely to be available to the sector in the medium- and long-term, which helps in assessing the feasibility of implementing activities, as well as running the existing system. The costing of the plan took into consideration the gender-responsiveness of all the activities included in the plan (see Annex A).

Future economic outlook

The plan, and the sustenance of the education system, will be implemented principally by the GoSL, supported by development partners as well as households. The 2020 ESA revealed that these are the main contributors to the financing of education in the country. The health and prospects of the domestic economy, therefore, become an important aspect to consider ensuring the cost attributed to the plan is not only sound but also viable. Like other economies, Sierra Leone experienced a contraction in 2020, by 2%.[67] Given the circumstances of the contraction, including an abrupt halt in the movement of goods and services, the economy quickly bounced back and is reported to have grown by nearly 3% in 2021, signalling good prospects for the period and plan ahead.

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[67] Ministry of Finance, "Government Budget and Statement of Economic and Financial Policies for the Financial Year 2022: Building Resilience for Inclusive Green Recovery."

Table 5. Future Macroeconomic Outlook, 2022-2026

	2022	2023	2024	2025	2026
GDP (constant - 2019, Million Le)	44,508,520	46,466,895	48,743,773	51,229,706	53,483,813
Projected economic growth	5.0%	4.4%	4.9%	5.1%	4.4%
Total population	8,494,260	8,689,601	8,884,032	9,077,691	9,270,700
Per capita GDP (Le)	5,239,835	5,347,414	5,486,672	5,643,473	5,769,123
Domestic Revenues (Million Le)	5,949,697	6,211,483	6,515,846	6,848,154	7,149,473
Domestically generated revenues as % of GDP	13.4%	13.4%	13.4%	13.4%	13.4%
Education expenditure as % of govt. discretionary expenditure	19.6%	20.1%	20.6%	21.0%	21.5%
Education DE as % of govt. discretionary DE	23.6%	23.6%	23.6%	23.6%	23.6%
Total resources likely to be available to education	1,402,203	1,497,232	1,605,562	1,724,194	1,838,424

Source: Authors' calculations based on data from the Ministry of Finance

In the medium term, the economy is projected to grow at an average of 4.8%, rising from Le 41 trillion in 2020 to Le 53 trillion in 2026 (see Table). The population will continue to grow at an annual average of 2.2% and is expected to pass 9 million in 2025. With the economy expected to grow faster than the population, it is likely that economic growth will have a consequential trickle-down effect on households, which will be good news for the social sectors, including education. Domestic revenues are projected to benefit from sustained economic growth, averaging a growth of 5% in the medium term. Although the Ministry of Finance projects that the tax pressure will grow to 15% in the medium term, the costing model has conservatively maintained the 2020 baseline levels of 13.4%, owing to warnings that the rebounding of economic performance in 2021 may be undermined by the frequent mutation of COVID-19 variants.[68] It will be important to monitor the performance of the economy, especially the tax pressure, as it is a direct link to resources for the delivery of education.

Costing of the ESP

The costing of the plan adopted the iterative ESP development approach (see Figure 9) with the programme design, including the identification of policy priorities, setting of objectives, and definition of activities, providing the basis for the costing. The proposed activities were

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[68] World Bank, "Global Economic Prospects, January 2022."

rationalised prior to the cost application to ensure the plan was a strategic selection of interventions that can stimulate the system.

The costing subjected activities to rationalisation, cutting activities from the initial programme proposal. It also reviewed and created consensus on the relevance of some activities, eliminating those that were deemed redundant or procedural and would be carried out based on staff time. The costing exercise also applied prudence using standard costs to ensure activities of similar nature did not have varying costs, as well as the elimination of cost drivers that were deemed ineffective or insensitive during this volatile period, such as study tours. In the construction of various facilities, the costing employed a minimalist approach, with the intention of providing models that would demonstrate standards to sector partners, rather than meet the overwhelming demand. For instance, in pre-primary, where the sector proposed to have more than 3,600 schools (the number necessary to cover the projected demand), a consensus was reached to have 32 new schools, which would be a model of reference for proprietors wishing to partner with the government in the delivery of pre-primary education. Finally, the costing adopted a sector-wide approach, building synergy on activities that have common administration. For instance, the plan accommodates the conduct of a tertiary education census covering all TVET institutions, universities, and training colleges, ensuring they benefit from scaled activities. Moreover, some departments agreed to hold joint capacity building, and use a cascading model to train other members of staff.

Figure 9. Education Sector Development Framework
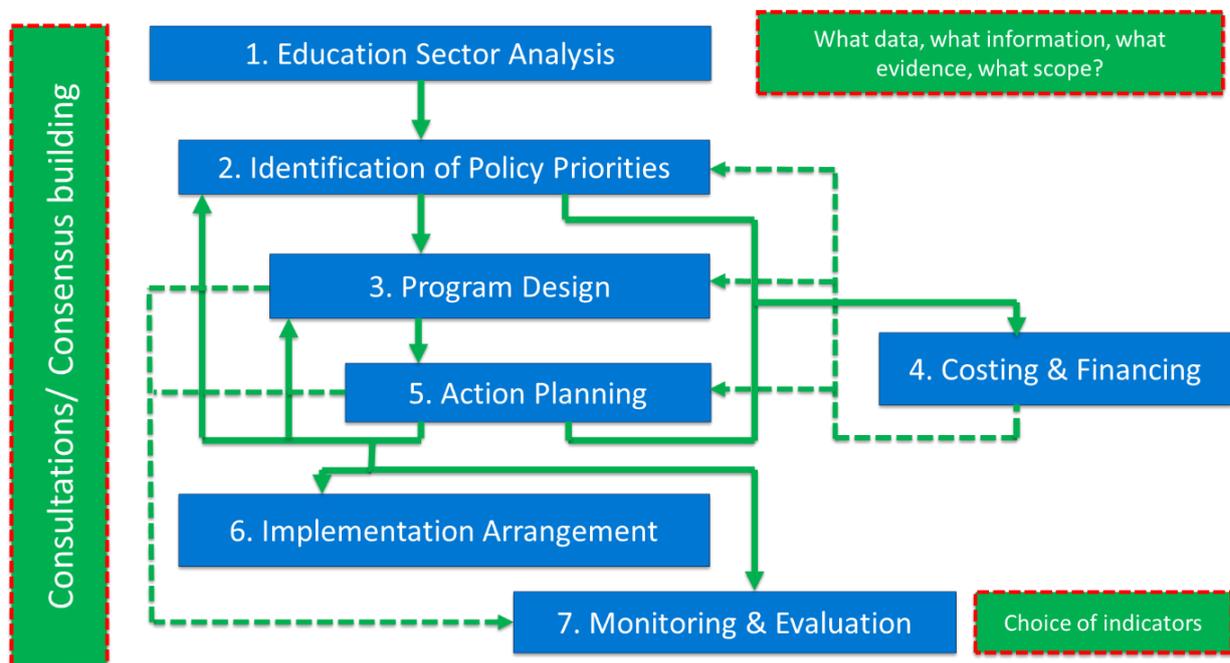
Source: UNESCO International Institute for Educational Planning

The plan has 146 activities spread through seven sub-sectors as well as general administration and M&E, as shown in Table . Although there is an even spread of activities across the sub-sectors, the total costs reveal that the costs associated with activities in these sub-sectors are not uniform. The activities can be classified into recurrent and development

activities, with three-quarters of the activities recurrent and two-thirds considered to be new activities. It is important to clarify the use of existing and additional activities from the onset, as these terms are not used in their classical forms.

Table 6. Number of Costed activities by Sub-Sector and Type

Sub sector	Cost type		Category		TOTAL
	Recurrent	Development	Existing	New	
Pre-primary	10	3	6	7	13
Primary	11	8	12	7	19
Secondary	13	7	10	10	20
NFE and Adult Education	12	3	4	11	15
TVET	17	4	1	20	21
Teacher education and management	9	5	9	5	14
Tertiary education	12	4	3	13	16
General admin and M&E	15	-	-	28	28
Grand Total	**99**	**34**	**45**	**101**	**146**

Source: ESP Costing and M&E team

The 2020 ESA was succeeded by the development of a financial simulation model, which guided the breadth and depth of the then-proposed ESP. The model was a presentation of the system that was running then, and upon which other activities would be added to strengthen the education system. The programmes that were running were dependent on the number of schools, learners, teachers, instructors, and other moving variables in the schooling system. Therefore, any activity that was proposed in the plan, and whose implementation is dependent on such enlisted factors were classified as existing activities and would only need expansion during the plan implementation. Such activities and their associated costs have been linked to the simulation model. A classical case would be the recruitment of teachers. This is not a new activity for the system, as there are teachers already serving in the current system. The proposed activity on recruitment of teachers would therefore piggyback on the existing teachers.

On the other hand, some activities do not depend on the number of learners or teachers or schools per se but are necessary for the improvement of the education system. For instance, a sample-based assessment has been considered a new activity since there is no form in which it exists in the current education system. Whilst the assessment will ultimately depend on the distribution of schools and learners in the process of sampling, it could be argued that the assessment is much more dependent on logistical planning for the assessment than it is on

learners. The sample can be large enough for precision, if there are sufficient resources, or small enough to be within acceptable estimation errors. The development or review of policies or even curricula would not depend on how many learners are in school. These activities would have to be implemented, for one or many students. In the costing exercise, activities with such characteristics were considered new and would have a fixed cost and exit the scene. The projected cost of existing activities is based on the average costs of operating the existing programmes, linking future costs to the GDP so that, as the latter grows, there would be growth in the cost of activities, and vice versa. For new activities, the costing team established unit costs from legacy projects, information from specialised departments, and information from regional projects.

Chapter 4 presented a detailed account of the programmes and associated activities. The following section expands on this, highlighting key activities costed under each of the strategic objectives.

Strengthening the instructional core: Some of the key activities under this objective include the provision of core textbooks and other teaching and learning materials to learners, teachers and schools for the materials jointly used in classrooms; development and implementation of learning assessments in basic and senior secondary, targeting numeracy and literacy; and reviewing curricula at various levels of education.

Recruit, retain, and support excellent educators: A key activity under this objective includes the recruitment of additional teachers/instructors according to the instruction demand in each of the levels of education. As a variable cost activity, the demand is driven by the incoming students, with the desirable norm governing how many learners can be attended to by a single teacher. Other key activities include the provision of incentives to teachers in rural areas to ensure they stay and deliver the education promised to learners, as well as the implementation of CPD for teachers, including upgrading unqualified teachers on the government payroll.

Reduce gender and other disparities in access, experience and outcomes: One of the highlights of this objective is the provision of assistive devices to children with hearing, visual and physical impairments in pre-primary, primary and secondary education, so that they may be integrated into learning in mainstream schools. Another key activity is the construction and/or establishment of new facilities to accommodate more eligible learners in school, in particular girls and women.

Provide safe, healthy, and conducive educational environments: Some of the key activities under this strategic objective include the development and implementation of minimum benchmark standards for TVET and tertiary education; enhancing talent development through physical education; development and provision of CSE materials targeting primary and secondary schools.

Strengthen governance, management and accountability for performance: Under this objective, the plan will seek to finalise the development of various pieces of legislation, conduct public expenditure review, and share information with stakeholders at various levels of their actions.

Enhance emergency preparedness, response and recovery: Developing emergency preparedness plans. Reviewing the School Establishment and Approval Policy. Provision of schools with gender-responsive first aid kits.

Elimination of corruption: The key highlight of this objective includes training school management on their roles and accountability, developing transparent systems for reporting corruption, and supporting a toll-free number that will be used for reporting suspected corruption cases in the sector.

Strengthen partnerships with parents, communities and other stakeholders: With their contribution to the sector operation, the plan seeks to strengthen the participation of parents, taking into consideration the gendered dimensions of their roles, through public campaigns as well as involvement in key learning support activities through radio platforms.

Use of data and technology to support learning: It is important to recognise the role data plays globally and can play in Sierra Leone's education sector. The plan will pursue the ambitious goal of connecting all schools to the internet, as well as providing tablets to improve data production and information sharing. This will be complemented through sustained data collection, analysis and holding dialogue to discuss the results.

Simulation parameters, targets, and potential population in the system

Sierra Leone's education sector has made notable progress despite the challenges, including the disruptive Ebola virus epidemic, and the COVID-19 pandemic, both of which resulted in monumental challenges concerning access and learning. Progress notwithstanding, this plan acknowledges that the country will not meet its commitment toward all the SDG4 indicators, which is consistent with findings from other peer countries. The plan sets realistic targets for the medium-term, envisaging increased access to learning at all levels of education (see Table).

The number of future learners in pre-primary education is set to be driven by the GER, which is projected to increase by ten percentage points, from 20% in 2020 to 30% over the next five years. This will see enrolment increase by nearly 100,000 – from 140,000 in 2020 to 238,000 in 2026. In government schools, the enrolment will more than double from 42,000 in the baseline year (2020) to 95,000 in 2026. This follows the desire by the sector to accommodate more learners in government and government-assisted schools, with the proportion targeted to increase from 30% to 40% over the next five years. With the government's effort to recruit teachers currently resulting in a PTR of 47, increasing the number of teachers to a PTR of 35 learners in government and government-assisted schools will see the number of teachers nearly double at this level.

Table 7. Key Education Indicators and Likely Future Enrolment

	2022	2023	2024	2025	2026
Pre-primary					
Gross Enrolment Rate	23%	25%	27%	28%	30%
Number of learners	170,671	186,750	203,642	221,318	237,678
Number of learners in government schools	56,835	65,317	74,635	84,821	95,071

	2022	2023	2024	2025	2026
Number of teachers in government schools	1,501	1,759	2,049	2,375	2,716
Primary					
Gross intake rate	192%	192%	192%	192%	192%
Completion Rate	89%	90%	90%	91%	92%
Number of Learners	1,833,689	1,873,370	1,915,028	1,958,998	1,992,787
Number of learners in govt. schools	1,524,205	1,592,364	1,627,774	1,665,148	1,693,869
No of teachers in govt. schools	23,509	25,021	26,533	28,045	29,558
Junior secondary education					
Gross intake rate	83%	84%	85%	86%	87%
Completion Rate	80%	81%	82%	83%	85%
Student enrolments	490,073	505,346	521,170	537,629	552,965
Enrolment in govt assisted schools	419,061	434,958	451,503	468,779	485,255
Number of teachers	7,834	8,141	8,462	8,797	9,118
Senior secondary education					
Gross intake rate	51%	53%	55%	57%	59%
Completion Rate	55%	56%	57%	58%	59%
Student enrolments	380,502	399,117	418,280	438,036	458,440
Enrolment in govt assisted schools	330,976	350,178	370,145	390,930	412,596
No of teachers	5,621	6,265	6,995	7,828	8,802
TVET					
Enrolment in TVET as % of students in SS	8.4%	8.8%	9.2%	9.6%	10.0%
Overall TVET enrolment	32,062	35,201	38,537	42,080	45,844
Enrolment in technical training	12,825	14,080	15,415	16,832	18,338
Enrolment in vocational training	19,237	21,121	23,122	25,248	27,506
Tertiary Education					
Students enrolled in local universities / 100,000 population	1,290	1,292	1,293	1,294	1,295

	2022	2023	2024	2025	2026
Total enrolment in universities	107,082	109,706	112,321	114,928	117,530
Total enrolment in public universities	52,557	54,397	56,261	58,150	60,063

Source: Authors' calculations based on data from the Ministry of Finance

In primary education, the most prominent driver of cost will be keeping all learners in school. The high gross intake phenomenon in primary has been maintained throughout the plan period, considering that it is caused by the underdevelopment of pre-primary education, which won't achieve universal access within the plan period. Consequently, primary education will be expanded through better retention of learners. Retention in primary schools is projected to increase three percentage points in the five-year period, which will be an immense change considering the vulnerability of the children in question. The effort to improve retention, coupled with population growth for children in the school-going-age, will see enrolment in primary increase by nearly 160,000 in the five-year period. An additional 6,000 teachers will be required to sustain this growth, assuming a class size of 45 learners and at least seven teachers for every ten streams, which will be an improvement from the current five for every ten streams.

In secondary education, the gross intake at junior secondary level is projected to increase by five percentage points during the plan implementation period, and eight percentage points at senior secondary level. Completion rates are expected to improve by similar margins in the two levels of education, with the consequence of increasing the secondary population by over 140,000 students. To sustain the additional number of students, the system will need to recruit nearly 4,500 teachers during the period.

The influx to senior secondary education, which is already being felt as a result of the FQSE programme, will create pressure on TVET, which seeks to expand to take up more of the secondary school graduates. In 2020, TVET enrolment as a proportion of enrolment in senior secondary was 7.6%, with the plan set to increase to 10% by 2026. In tertiary education, the number of students enrolled in local universities per 100,000 population is projected to marginally increase from 1,289 in 2020 to 1,300 by 2030. This will see enrolment in universities increase by 10,000 over the next five years, with more than half enrolling in public universities.

Cost of implementing the ESP

The cost of implementing the plan must be seen in its double faces: the cost associated with the implementation of the new activities, as well as the inherent cost of running the existing system. Implementation of the 2022-2026 ESP, in addition to sustaining the current system, is projected to cost about Le 10.6 trillion over the five-year period (Le 7.5 trillion in recurrent and about Le 3.2 trillion in development), with recurrent costs accounting for nearly 70% of the projected cost (see Table 88).

Based on the new budgeting approach adopted by the GoSL, where school fee subsidies, learning materials, school feeding are considered development costs, and all of which have traditionally been considered recurrent, the projected cost of implementing development activities (including construction) is projected to be relatively high, averaging 30%.

Replenishment of core textbooks every three years will influence the general trend costs in 2023 and 2026. As a percentage of government discretionary expenditure, discounting debt servicing and payment of interest on loans as well as foreign supported capital cost, the projected cost of education will average 24.9%, which is three percentage points higher than the 22% estimated in the 2022 allocation to the education sector. Since all development activities related to construction will have been constrained beginning in 2023, the overall cost in 2022 will be within the government commitment of 21% to education. This cost does not include costs associated with the nursing school, college for civil servants, and any other training function outside the two ministries of education and devolved functions at the local council. The recurrent cost will average 21.5% of the government discretionary recurrent expenditure.

Table 8. Total Cost to Education and Implementing the Plan

	2022	2023	2024	2025	2026	TOTAL
Recurrent Costs	1,264,239	1,381,735	1,483,283	1,622,170	1,741,278	7,492,705
Development Costs	287,607	816,568	661,406	688,454	709,102	3,163,137
Grand total (Million Le)	**1,551,846**	**2,198,303**	**2,144,689**	**2,310,624**	**2,450,381**	**10,655,843**
Grand total (Million US$)	**136.2**	**192.9**	**188.2**	**202.8**	**215.1**	**935.3**
Total cost as % of total Govt discretionary costs	20.0%	27.2%	25.3%	25.9%	26.3%	-
Recurrent cost as % of total Govt recurrent discretionary cost	20.0%	20.9%	21.4%	22.3%	22.9%	-
Development as % total costs	18.5%	37.1%	30.8%	29.8%	28.9%	29.7%

Source: Authors' calculations based on data from the Ministry of Finance

The recurrent cost, excluding the cost of new activities, will be influenced by sustaining the current levels of financing, and expansion based on the expected increase in enrolments at different levels of education, as explained in earlier sections.

Administrative costs for the two ministries will amount to Le 674 billion, accounting for more than 9% of the recurrent costs of the existing activities (see Table 9). Pre-primary schools will require Le 164 billion and will account for 2% of the cost of existing and expanded recurrent costs. The majority of the share will go to primary education, with a requirement of Le 2.6

trillion (35%), whilst secondary education will require Le 2 trillion (nearly 28%). Another significant cost will be attributed to tertiary education as Le 1.3 trillion over the five-year period, accounting for 18% of the expanded recurrent activities.

Table 9. Summary of Recurrent Costs, 2022-2026 (Le Millions)

	2022	2023	2024	2025	2026	TOTAL
Administration	118,108	125,586	134,133	143,489	152,429	673,745
Pre-primary	22,804	26,368	31,399	38,158	45,420	164,149
Primary	437,887	475,000	513,839	558,892	602,322	2,587,941
JSS	204,083	215,341	228,100	243,766	258,143	1,149,433
SSS	136,110	152,514	172,014	195,696	222,198	878,533
NFE	602	714	837	969	1,098	4,220
TVET	69,857	80,557	93,007	107,242	122,486	473,149
HEI	225,614	241,218	259,068	278,698	297,743	1,302,340
TTI	5,936	19,024	14,947	16,132	7,310	63,350
System Strengthening	**43,238**	**45,412**	**35,939**	**39,127**	**32,128**	**195,846**
Admin, M&E	11,285	13,349	12,914	13,708	11,616	62,872
Pre-primary	2,885	2,386	1,440	1,440	1,440	9,590
Primary	4,631	5,459	5,885	4,631	5,831	26,437
Secondary	3,195	4,394	5,463	2,771	4,330	20,152
NFE and Adult	556	444	694	84	0	1,778
TVET	7,060	11,350	1,896	9,010	1,428	30,745
TTI	524	247	194	31	31	1,027
HEI	13,102	7,784	7,453	7,453	7,453	43,245
Grand Total	**1,264,239**	**1,381,735**	**1,483,283**	**1,622,170**	**1,741,278**	**7,492,705**

Source: Authors' calculations based on data from the Ministry of Finance

The system strengthening activities (or new activities), will cost about Le 196 billion in the next five years. This includes the cost of development of curricula, and benchmark minimum standards; development and implementation of learning assessments; capacity development for staff; conducting schools/institutional census across the education spectrum; subscription to regional research platforms; development and dissemination of CSE materials; and carrying out frequent awareness campaigns and dialogues on education.

From Table 9 it is apparent that general administration and M&E will cost Le 63 billion by 2026, accounting for almost one-third of the cost of system strengthening activities, whilst primary and secondary education combined will take up nearly one quarter. TVET, which has had low

levels of funding, will take up 16% of the system strengthening costs to standardise its training functions.

Given the change in budgeting, as explained in earlier sections, the development cost will lean towards primary and secondary education, which together will take up Le 2.9 trillion, accounting for 93% of the capital cost (see Table). This will cover school fee subsidies, cost of TLMs, school meals, and the refurbishment of classrooms and WASH facilities among others. NFE is projected to have the least investment costs, at Le 4.1 billion, to put up additional community learning and resource centres.

The infrastructure development in basic and senior secondary levels will focus on establishing new model schools, centred around districts, with implementation (identification of the locations) set to follow the school catchment area policy. In total, the plan will accommodate 96 new schools at the three levels of education. In tertiary education, the focus will be the establishment of five additional GTIs alongside equipment for the existing 11 institutions. Universities will provide a select number of campuses with e-libraries, including equipment and the modernisation of lecture rooms. In TTIs, the development cost will focus on the construction of laboratories, resource centres, technical workshops and refurbishment of classrooms in poor conditions.

As part of the technological advancement in education, the development cost covers the provision of tablets to all government and government-assisted schools at basic and senior secondary, as well as connectivity of selected schools to internet and electricity (see Annex 1 for details of the projected development costs).

Table 10. Summary of Capital Costs, 2022 – 2026

	2022	2023	2024	2025	2026	TOTAL
Administration	2,539	4,068	5,820	7,817	10,006	30,250
Pre-primary	2,237	17,117	14,625	15,591	21,166	70,737
Primary	174,346	373,719	310,339	318,252	311,949	1,488,605
Junior secondary	34,556	185,610	112,680	116,005	151,066	599,916
Senior secondary	73,901	195,050	176,966	189,808	180,163	815,889
NFE	28	1,015	1,019	1,024	1,029	4,115
TVET	0	18,737	18,737	18,737	18,737	74,946
Higher education	0	9,805	9,805	9,805	3,572	32,988
Teacher training	0	11,447	11,415	11,415	11,415	45,692
Grand Total	**287,607**	**816,568**	**661,406**	**688,454**	**709,102**	**3,163,137**

Source: Authors' calculations based on data from the Ministry of Finance

Financing implementation of the ESP

The macroeconomic parameters discussed at the beginning of the chapter, together with the government's commitment of 21% of discretionary expenditure to education, will see a total of Le 10.6 trillion made available to the sector. Against the overall projected cost, this means that implementation of the proposed activities and sustaining the existing system will create a deficit of about Le 2.6 trillion (about US$227 million) representing a 32% gap (see Table 2). This gap does not consider resource commitment from development partners. **Error! Reference source not found.**10 shows some indicative commitment from development partners, which includes financing of activities whose implementation is already ongoing and, as such, may not necessarily reduce the financing gap.

Table 11. Total Cost of Implementing the Plan and Financing the Gap

	2022	2023	2024	2025	2026	TOTAL
ESP projected costs (Million Le)	1,551,846	2,198,303	2,144,689	2,310,624	2,450,381	10,655,843
Projected resources for education (Million Le)	1,402,203	1,497,232	1,605,562	1,724,194	1,838,424	8,067,614
Total projected donor financing (Million Le)	-	-	-	-	-	-
Total expected available resources (Million Le)	1,402,203	1,497,232	1,605,562	1,724,194	1,838,424	8,067,614
Financing gap (Million Le)	149,643	701,071	539,127	586,430	611,957	2,588,228
Gap (Million USD)	13	62	47	51	54	227
Gap (%)	10.7%	46.8%	33.6%	34.0%	33.3%	32.1%

Source: Authors' calculations based on data from the Ministry of Finance

Indicative commitments from partners show that the sector is likely to receive Le 2 trillion (180 million USD) over the plan period, which would help cut back the deficit to Le 1 trillion.

However, these commitments are included in the implementation of ongoing projects and as such cannot be presented as new funds. The reduction of the financing gap will require uncommitted resources or further rationalisation of the activities to fit within a reasonable gap.

Figure 10. Resource Commitment from Development Partners
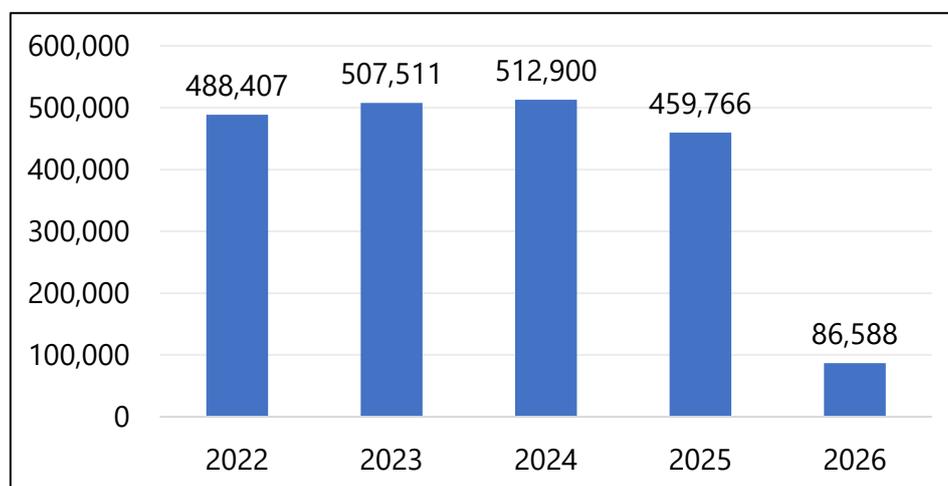
Source: Education partners in Sierra Leone

Considering recurrent resources and costs only, implementation of the plan's recurrent activities will be in a deficit of Le 1.27 trillion (112 million USD, at the exchange rate of US$1 = Le 11,393) (see Table 3). Again, this does not include new commitments from development partners.

Table 12. Recurrent Cost of Implementing the Plan and Financing the Gap

	2022	2023	2024	2025	2026	TOTAL
ESP expenditure requirements (Million Le)	1,264,239	1,381,735	1,483,283	1,622,170	1,741,278	7,492,705
Projected public resources for education (Million Le)	1,065,967	1,146,202	1,237,331	1,337,183	1,434,385	6,221,067
Total projected donor financing (Million Le)	-	-	-	-	-	-
Total expected available resources (Million Le)	1,065,967	1,146,202	1,237,331	1,337,183	1,434,385	6,221,067
Financing gap (Million Le)	198,272	235,533	245,952	284,987	306,894	1,271,638
Financing Gap (Million USD)	17	21	22	25	27	112

Source: Authors' calculations based on data from the Ministry of Finance

In basic and senior secondary education, the sector is likely to receive Le 4.53 trillion for the implementation of recurrent resources, less than the requirement of Le 4.84 trillion over the next five years. This means that the associated levels will be in a deficit of about Le 313 billion (or 27 million USD) over the five-year period (see

Table 43).

Table 13. Recurrent Cost of Implementing the Plan and Financing the Gap in Basic Education

	2022	2023	2024	2025	2026	TOTAL
ESP expenditure requirements (Million Le)	812,753	882,620	959,671	1,046,407	1,140,782	4,842,233
Total projected public resources for BSSE (Million Le)	776,107	834,524	900,874	973,574	1,044,344	4,529,424
Total projected donor financing (Million Le)	0	0	0	0	0	0
Total expected available resources (Million Le)	776,107	834,524	900,874	973,574	1,044,344	4,529,424
Financing gap (Million Le)	36,646	48,096	58,797	72,833	96,438	312,809
Financing Gap (Million USD)	3	4	5	6	8	27

Source: Authors' calculations based on data from the Ministry of Finance

The resources likely to be available to basic and senior secondary assumes that the intra-sector resource allocation observed in 2020 (excluding expenditure on administration) will be sustained throughout the plan implementation period (see Figure 11). This structure of expenditure is applied to the resources that are likely to be available in each of the sub-sectors.

Figure 11. Intra-Sector Resource Allocation, 2020
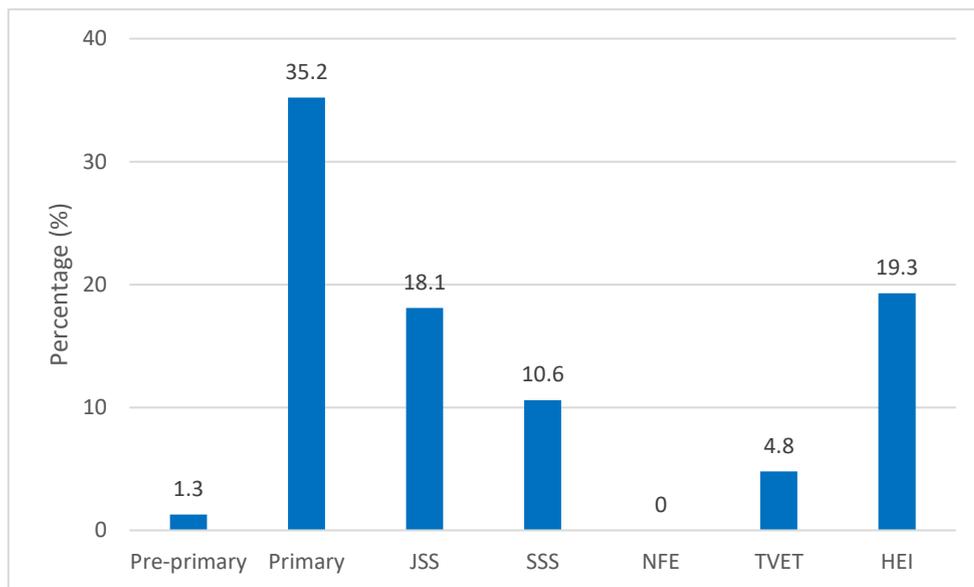
Source: Authors' calculations based on data from the Ministry of Finance

The final cost of running the system, as well as additional activities, was chosen out of two alternative scenarios: the first seeks to have all children eligible for basic and senior secondary education in school by 2030 as desired by SDG4 (see Figure 2). This scenario, without considering all necessary structural expansion, would cost about Le 19 trillion, which would be unsustainable under the current fiscal environment. The alternative scenario, which would cost Le 10.6 trillion, has been selected.

Figure 12: Cost Scenarios Considered in the ESP Costing

Costs vs Resource, Scenario 2
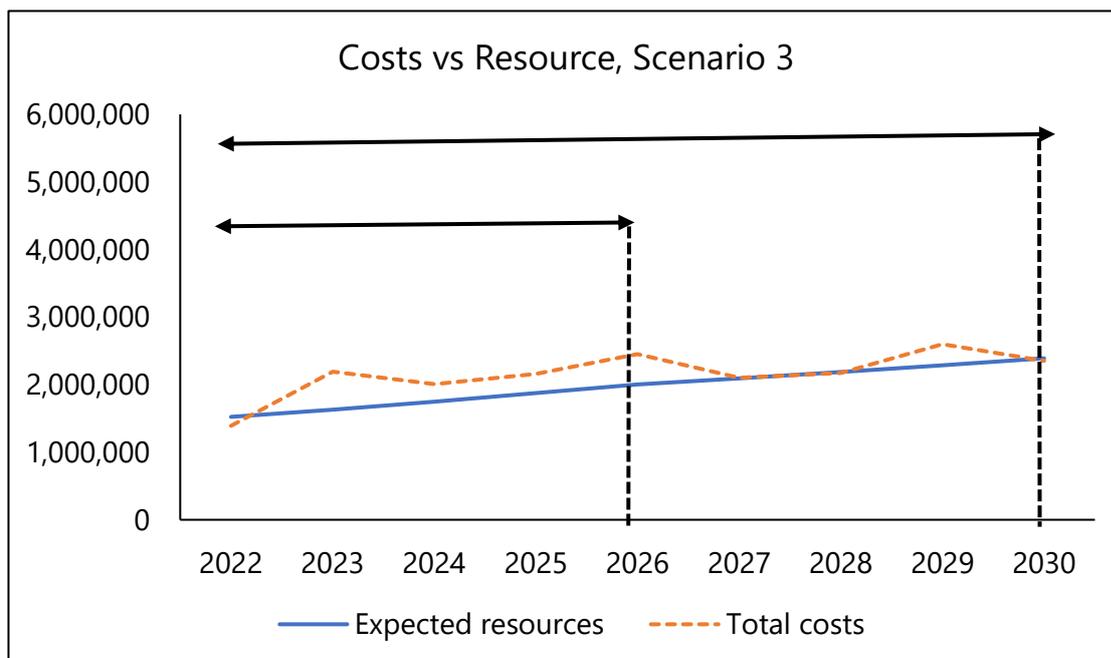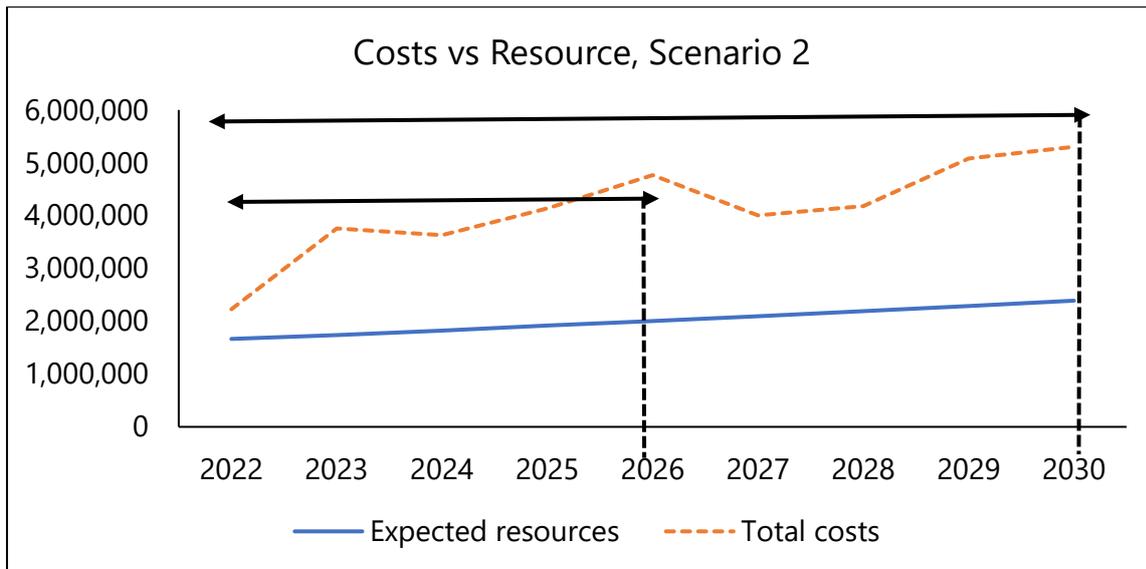
Source: Authors' calculations based on data from the Ministry of Finance

Conclusion

The preliminary cost of implementing the ESSP and sustaining the system will cost Le 10.6 trillion (935.3 million USD, at the exchange rate of US$1 = Le 11,393), averaging Le 2.1 trillion (194.5 million USD) per year. The financing gap is about Le 3 trillion (227 million USD) without factoring in the commitment from development partners, which also needs to be validated (also noting that some partners have not submitted their commitments).

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Annex A: Projected capital costs and the focus areas

Sub sector	Activity	2022	2023	2024	2025	2026
Administration	Construction of headquarters and regional offices	2,539	4,068	5,820	7,817	10,006
Pre-primary	School fee subsidies	1,172	1,346	1,539	1,749	1,960
	School feeding	1,065	1,359	1,706	2,113	2,564
	TLMs	0	3,368	0	0	4,892
	Construction and rehabilitation (classrooms, labs, etc)	0	11,044	11,381	11,730	11,751
	Total	**2,237**	**17,117**	**14,625**	**15,591**	**21,166**
Primary	School fee subsidies	94,264	98,479	100,669	102,980	104,756
	School feeding	77,899	82,506	85,488	88,626	91,349
	TLMs	0	117,266	33,125	33,886	124,085
	Construction and rehabilitation (classrooms, labs, etc)	0	22,022	22,413	22,829	12,614
	WASH facilities	2,183	28,024	23,118	24,187	23,108
	Electricity, internet, and tablets	0	25,570	10,444	11,044	11,130
	Total	**174,346**	**373,868**	**275,258**	**283,552**	**367,042**
Junior Secondary	School fee subsidies	34,556	35,866	37,231	38,655	40,014
	School feeding	0	0	0	0	0
	TLMs	0	158,530	13,360	13,874	176,873
	Construction and rehabilitation (classrooms, labs, etc)	0	56,811	57,686	58,647	12,123
	WASH facilities	0	6,421	6,834	7,278	7,476
	Electricity, internet, and tablets	0	6,018	3,175	3,370	1,642
	Total	**34,556**	**263,648**	**118,286**	**121,825**	**238,128**

Senior Secondary	School fee subsidies	73,901	77,889	82,019	86,301	90,749
	School feeding	0	0	0	0	0
	TLMs	0	73,423	19,668	20,908	87,012
	Construction and rehabilitation (classrooms, labs, etc)	0	73,715	77,949	82,970	41,035
	WASH facilities	0	3,873	4,203	4,553	2,146
	Electricity, internet, and tablets	0	1,746	1,881	4,322	1,161
	Total	**73,901**	**230,646**	**185,720**	**199,054**	**222,103**
NFE	TLMs	28	33	38	42	47
	Construction and rehabilitation (classrooms, labs, etc)	0	982	982	982	982
	Total	**28**	**1,015**	**1,019**	**1,024**	**1,029**
TVET	Construction and rehabilitation (classrooms, labs, etc)	0	18,737	18,737	18,737	18,737
	Total	**0**	**18,737**	**18,737**	**18,737**	**18,737**
Teacher Training	Construction and rehabilitation (classrooms, labs, etc)	0	11,415	11,415	11,415	11,415
	Electricity, internet and tablets	0	32	0	0	0
	Total	**0**	**11,447**	**11,415**	**11,415**	**11,415**
Universities	Construction and rehabilitation (classrooms, labs, etc)	0	9,580	9,580	9,580	3,347
	Electricity, internet, and tablets	0	225	225	225	225
	Total	**0**	**9,805**	**9,805**	**9,805**	**3,572**
Grand Total		**285,068**	**926,282**	**634,865**	**661,003**	**883,192**

Annex B: Organogram of the MBSSE and the MTHE

Organisation of the MBSSE

Organisation chart of the MTHE showing the following hierarchy:

- Minister
  - Deputy Minister
  - Permanent Secretary
    - Chief Education Officer, Technical and Higher Education
      - Deputy Chief Education Officer
        - Director Tertiary Education
        - Director TVET
        - Director Monitoring and Evaluation
        - Director Science Education
        - Director Research, Planning and Development
        - Director Technology and Innovation
    - Semi-Autonomous Bodies: e.g. TEC, NCTVA
    - General Admin & Support

Annex C: Peoples and Organisations Consulted

Consultations were held across the country leading up to the development of this ESP. Several of the key workshops included a Joint Education Sector Review, and validation of the draft ESP at regional levels, sharing of the zero draft of the ESP with development partners and CSO representatives, and writing workshops with a broad spectrum of educational professionals.

The largest of these events was the district consultations that took place on 3-6 November 2021 and attracted over 1,200 participants from all sectors of the country. The consultations were facilitated by officials of the MBSSE and MTHE, who presented the strategic objectives and key sub-sector activities. Participants then broke into groups by sector where they were asked to highlight a maximum of five issues critical to their district that were not already captured in the draft, but which they thought should be included. Each district consultation resulted in a report and the consultants considered the feedback in their subsequent revisions of the report. Written feedback from donor partners and CSO organisations was also considered.

Type of Organisation	Representatives attending November 2021 consultation
Schools	Students; Teachers, Head Teachers, Principals; Missions
Parent organisations	Parent-Teacher Associations, BOGs, SMCs
Local government	Chairs of Education Committees; Local Councillors; Mayors and Deputy Mayor; Chief Administrators; Gender Officers; M&E Officers
Tribal Leaders	Chiefs, Paramount Chiefs; Section Chiefs; Traditional Leaders
CSOs/NGOs	Plan Sierra Leone; International Rescue Committee; SEND-SL; UNICEF, Leh Wi Lan, PekinTok, etc.
Teacher Associations	Sierra Leone Teachers Union; Council of Principals of Secondary Schools
Women Leaders	Market women organisations; Women's Forum; Women Fambul; 50/50 Group
Disabled Persons Organisations	Disabilities Commission; Hope for the Blind; Sierra Leone Association for the Blind; Sierra Leone Union on Disability Issues; Disabled People Foundation
Ministries, Departments, and Agencies	Ministry of Health; Ministry of Water Resources; Ministry of Social Welfare, Gender and Children's Affairs; Ministry of Finance; Ministry of Local Government and Rural Development; Ministry of Youth Affairs; Anti-Corruption Commission; Sierra Leone Water Company; National Social Security and Insurance Trust
Education Institutions	MBSSE; MTHE; WAEC; TSC; TVET Institutions; HEIs; Sierra Leone Opportunities and Industrialisation Centres; Sierra Leone Library Board
Other	Political Parties; Security forces (Police); Traders; Bike Riders Union; Youth leaders

Annex D: Monitoring and Evaluation Framework

	Indicator	Disaggregation	Baseline (2020)	Yearly Targets					Data Collection		
				Year 1 (2022)	Year 2	Year 3	Year 4	Year 5 (2026)	Frequency	Source	Responsible Directorate/Agency
GOAL: Improved learning outcomes for all improved learning outcomes for all children and youth											
1	% of P4 students who meet and exceed minimum benchmarks in English and Mathematics	Gender	N/A					TBD	Annual	National P4 Learning Assessments	MBSSE Policy & Planning
2	Share of students who pass Mathematics and Language Arts in BECE (Grade 6 or better)								Annual	BECE Results	WAEC
	% students who pass mathematics in BECE	Female	59%	78%	69%	74%	79%	80%			
		Male	59%	78%	69%	74%	79%	80%			
	Gender Parity Index, BECE pass rates in mathematics	F/M	1.00	1.00	1.00	1.00	1.00	1.00			
	% students who pass Language Arts in BECE	Female	51%	66%	61%	66%	70%	80%			
		Male	56%	70%	66%	71%	76%	80%			
	Gender Parity Index, BECE pass rates in Language Arts		0.91	0.94	0.93	0.93	0.94	1.00			
3	Share of pupils who pass mathematics and English Language in WASSCE (Grade 6 or better)								Annual	WASSCE Results	WAEC
	% pupils who pass mathematics in WASSCE	Female	6.5%	40%	17%	22%	27%	32%			
		Male	7.0%	37%	17%	22%	27%	32%			

	Indicator	Disaggregation	Baseline (2020)	Yearly Targets					Data Collection		
				Year 1 (2022)	Year 2	Year 3	Year 4	Year 5 (2026)	Frequency	Source	Responsible Directorate/Agency
	Gender Parity Index, WASSCE pass rates in mathematics		0.93	1.08	0.97	0.98	0.98	0.98			
	% pupils who pass English in WASSCE	Female	8%	19%	18%	23%	28%	33%			
		Male	8%	20%	18%	23%	28%	33%			
	Gender Parity Index, WASSCE pass rates in English		1.05	0.97	1.02	1.02	1.01	1.00			
4	**% of students who graduate from HEIs that secure a job or are self-employed one year after graduation**	Gender	N/A	TBD	TBD	TBD	TBD	TBD	Every 2 years	SMS Surveys	MTHE & MOLSS
Objective 1. Strengthen the instructional core											
5	% classrooms using the new curriculum standards	Level	0%	TBD	TBD	TBD	TBD	TBD	Annual	EMIS	MBSSE Policy & Planning
6	Book to pupil ratio in core textbooks, government and government-assisted schools	Primary	2:1	2:1	2:1	2:1	1:1	1:1	Annual		MBSSE Policy & Planning
		JSS	2:1	1:1	1:1	1:1	1:1	1:1	Annual	EMIS	
		SSS	2:1	2:1	2:1	2:1	1:1	1:1	Annual		
Objective 2: Recruit, retain and support excellent educators											
7	PQTR	Level	56					45	Annual	EMIS	MBSSE Policy & Planning
	Pre-primary		45	43	40	38	36	35	Annual	EMIS	MBSSE Policy & Planning

	Indicator	Disaggregation	Baseline (2020)	Yearly Targets					Data Collection		
				Year 1 (2022)	Year 2	Year 3	Year 4	Year 5 (2026)	Frequency	Source	Responsible Directorate/Agency
	Primary		60	58	55	50	48	45	Annual	EMIS	MBSSE Policy & Planning
	JSS		40	42	43	44	45	45	Annual	EMIS	MBSSE Policy & Planning
	SSS		82	70	65	60	55	50	Annual	EMIS	MBSSE Policy & Planning
	Location parity index (best/worst)		3.10					1.5	Annual	EMIS	MBSSE Policy & Planning
8	Proportion of teachers in basic and senior secondary school that are female	Level	29%	32%	34%	36%	38%	40%	Annual	EMIS	MBSSE Policy & Planning
Objective 3: Improve educational access, experience and outcomes for the most marginalised											
9	% pre-primary learners benefitting from school meals	Gender	5%	7%	8%	9%	9%	10%	Annual	EMIS	MBSSE Planning & Policy
10	% primary learners benefitting from school meals	Gender	18%	19%	19%	20%	20%	20%	Annual	EMIS	MBSSE Planning & Policy
11	Gross Completion Rate JSS	Gender; Location	74%	81%	82%	83%	85%	85%	Annual	EMIS	MBSSE Planning & Policy
	Gender Parity Index, Gross Completion Rate JSS		1.00	1.00	1.00	1.00	1.00	1.00			
12	Gross Completion Rate, Primary	Gender; Location	85%	95%	86%	88%	90%	92%	Annual	EMIS	

	Indicator	Disaggregation	Baseline (2020)	Yearly Targets					Data Collection		
				Year 1 (2022)	Year 2	Year 3	Year 4	Year 5 (2026)	Frequency	Source	Responsible Directorate/Agency
	Gender Parity Index, Gross Completion Rate		1.02	1.02	1.01	1.01	1.00	1.00			MBSSE Planning & Policy
13	% of female students in HEI enrolled in STEAM courses		27%	30%	35%	40%	45%	50%	Annual	NTHEC	MTHE Monitoring & Evaluation
14	% of female students enrolled in TVET programs		N/A	TBD	TBD	TBD	TBD	TBD	Annual	NTHEC	MTHE Monitoring & Evaluation
Objective 4: Provide safe, healthy and conducive educational environments for all
15	**Proportion of schools meeting minimum standards for health and safety**								Annual	EMIS	MBSSE Planning & Policy
	Proportion of schools with functional toilets	Level	61%					75%			
	Proportion of co-ed schools with separate, functional cubicles for girls	Level	7%					20%			
	Proportion of schools with functional toilets for pupils with disability	Level	9%					20%			
	Proportion of schools with access to handwashing facilities	Level	92%					100%			

	Indicator	Disaggregation	Baseline (2020)	Yearly Targets					Data Collection		
				Year 1 (2022)	Year 2	Year 3	Year 4	Year 5 (2026)	Frequency	Source	Responsible Directorate/Agency
Objective 5: Strengthen governance, management and accountability of the system											
16	% schools that report at least one external support visit during the term	Level	N/A	25%	50%	75%	100%	100%	Annual	SMS Survey	MBSSE Planning & Policy
Objective 6: Enhance emergency prevention, preparedness, response and recovery											
17	Proportion of public schools and institutions with emergency prevention and response plan	Level	0%	25%	50%	75%	100%	100%	Annual	EMIS	MBSSE Planning & Policy
Objective 7: Eliminate corruption and malpractice in education											
18	% of corruption-related complaints to the education toll number that are addressed within 3 months		NA	TBD	TBD	TBD	TBD	TBD	Annual		MBSSE Planning & Policy
Objective 8: Strengthened partnerships with parents and communities in support of learning											
19	% of sampled parents supporting their kids learning at home		NA	TBD	TBD	TBD	TBD	TBD	Annual	SMS Survey	MBSSE Policy & Planning
Objective 9: Increase use of data and technology to support learning improvement and education management											
20	% of primary schools head teachers submitting data using tablets	Local Council	N/A	TBD	TBD	TBD	TBD	100%	Annual	EMIS	MBSSE Planning & Policy

	Indicator	Disaggregation	Baseline (2020)	Yearly Targets					Data Collection		
				Year 1 (2022)	Year 2	Year 3	Year 4	Year 5 (2026)	Frequency	Source	Responsible Directorate/Agency
21	% of government and government-assisted schools with access to electricity	Level	17%	18%	20%	22%	24%	25%	Annual	EMIS	MBSSE Planning & Policy

Annex E: Implementation Plan Matrix

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
Objective 1. Strengthen the Instructional Core																
Outcome 1.1 All schools and educational institutions have access to a curriculum that is standards-based, with clear learning expectations and aligned assessment standards, and responsive to the needs of the labour market																
1.1.1 Disseminate national pre-school curriculum to all pre-schools	2,131 copies of curriculum produced and distributed to pre-primary schools		523,983	Copies of Curriculum	2,131	0	0	0	0	1,116	0	0	0	0	GOSL	Educational Services & Programmes
2.1.4 Print and distribute the curriculum to every primary school	3,882 copies of curriculum produced and distributed to primary schools		523,983	Copies of curriculum	3,832	0	0	0	0	3,832	0	0	0	0	GOSL	Educational Services & Programmes
3.1.1 Provide the new curriculum to every secondary school	2,441 copies of curriculum produced and distributed to secondary schools		523,983	Copies of curriculum	2,441	0	0	0	0	1,279	0	0	0	0	GOSL	Educational Services & Programmes
4.1.5 Review and update competency-based, harmonised NFE curriculum for out-of-school population	Updated Competency-based NFE curriculum	General Workshop		Lumpsum						363	0	0	0	0	GOSL	Nonformal and Adult Education
4.1.6 Print and disseminate harmonised curriculum to NFE centres	100% NFE centres have a copy of the curriculum		50,000	Copies of Curriculum	268	0	0	0	0	13	0	0	0	0	GOSL	Nonformal and Adult Education
5.1.1. Develop and implement minimum professional standards (MPS) for accredited TVET institutions	MPS exists for TVET institutions	Workshops; Local and International TA; Technical Workshops; Printing & dissemination		Lumpsum	1	0	0	0	0	356	0	0	0	0	GOSL; World Bank	TVET

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
5.1.2 Develop competency based curriculum for TVET programmes	Competency-based curriculum exists for TVET programmes	Workshop; Local and International TA; Printing; Dissemination		Lumpsum	2	0	0	0	0	748	0	0	0	0	GOSL; World Bank	TVET
5.4.3 Develop standards and support apprenticeship and industrial attachment scheme	Standards for apprenticeship and industrial attachment exist	Workshops; TA		Lumpsum	2	0	0	1	0	545	0	0	27	0	GOSL	TVET
7.1.1 Develop benchmarking minimum academic and professional standards (BMAPS) for all accredited TEI programmes	BMAPS exist and in use in TEIs	Workshops; TA		Lumpsum	1	1	0	0	0	282	282	0	0	0	GOSL	TEC
7.1.2 Review and revise HEI curricula that is gender-responsive and aligned with labour market requirements	Updated outcome-based curricula for HEIs	Workshops; TA		Lumpsum	2	2	0	0	0	1,454	0	0	0	0	GOSL	TEC
7.1.3 Finalise the development of National Qualifications Framework (NQF) for HEIs	NQF completed	Workshops		Lumpsum	2	0	0	0	0	727	0	0	0	0	GOSL	MTHE/TEC/NC TVA
7.1.4 Implement NQF for HEIs	NQF in use in HEIs	Workshop; Printing; Dissemination; Study Tour; Satt salaries		Lumpsum	1	1	1	1	1	1,231	668	668	668	668	GOSL	MTHE/TEC/NC TVA
Develop and print climate change education manual and flyers															GOSL	Educational Services & Programmes
Outcome 1.2 All schools and educational institutions have the teaching and learning materials and facilities needed to support quality teaching and learning																

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
2.1.1 Provide enough core textbooks to reach 1:1 ratio in each school	1:1 Pupil-Core textbook ratio in primary schools		44,700	Textbook package per Learner	0	1,592,364	0	0	1,693,869	0	71,179	0	0	75,716	GOSL	Educational Services & Programmes
2.1.2 Provide TLM to every learner in government and government assisted primary schools	100% of learners in government primary schools receive TLMs		20,350	Learners	0	1,592,364	1,627,774	1,665,148	1,693,869	0	32,405	33,125	33,886	34,470	GOSL	Educational Services & Programmes
2.1.3 Develop and distribute gender-responsive teacher guide to every teacher	100% of teachers have a gender-responsive teacher guide		47,500	Number of teachers	0	25,021	0	0	29,558	0	1,188	0	0	1,404	GOSL	Educational Services & Programmes
2.1.7 Provide condiments for Home Economics centres	100% of home economic centres receive condiments package		5,815,000	Condiments Package	37	37	37	37	37	215	215	215	215	215	GOSL	Educational Services & Programmes
2.1.8 Refurbish and equip Home Economics Centres	100% of home economic centres refurbished/equipped		89,200,000	Equipment Package	7	7	7	7	7	624	624	624	624	624	GOSL	Educational Services & Programmes
3.1.2 Provide enough core textbooks to reach 1:1 ratio in each secondary school	1:1 Pupil-Core textbook ratio in secondary schools		334,000	Textbook package per Learner	0	785,136	0	0	897,851	0	199,904	0	0	226,440	GOSL	Educational Services & Programmes
3.1.3 Provide TLMs to every student in government and government-assisted secondary schools	100% of schools receive TLM		34,852	Number of students	0	785,136	821,648	859,709	897,851	0	27,363	28,719	30,131	31,565	GOSL	Educational Services & Programmes
3.1.4 Develop and distribute gender-responsive teacher guides in core subjects	100% of teachers have teacher guides in core subjects		47,500	Number of teachers	0	14,406	0	0	17,920	0	684	0	0	851	GOSL	Educational Services & Programmes
4.1.3 Procure teaching learning materials in non-formal education centres	100% of NFE centres have TLMs		47,500	Number of centres	596	693	791	891	988	28	33	38	42	47	GOSL	Nonformal and Adult Education

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
4.1.4 Provide skills training materials (Agricultural tools and equipment, weaving, art and craft etc) for the CLCs	100% of NFE centres receive skills training materials		47,500	Number of centres	596	693	791	891	988	28	33	38	42	47	GOSL	Nonformal and Adult Education
5.1.3 Provide labs, equipment and tools for accredited TVET institutions	100% of GTIs receive equipment and tools package	Equipment and tools; procurement process	300,000,0 00	Number of TVET institutions	11	0	0	0	0	3,300	0	0	0	0	GOSL	TVET
7.1.5 Provide modern labs., libraries and teaching and learning technological support	100% of TTIs receive technological support	Internet subscription cost	720,000,0 00	Lumpsum	1	1	1	1	1	720	720	720	720	720	GOSL	Technology & Innovation
7.1.5a Equipment and furnishing of e-libraries	100% of HEIs have equip and furnished e-libraries	library subscriptions; equipment; furniture	890,476,1 90	Number of e-libraries	0	7	7	7	0	0	6,233	6,233	6,233	0	GOSL	Technology & Innovation
7.1.5b Modernising lecture halls	100% of HEIs have modernised lecture rooms		176,151,3 18	Number of lecture halls	0	19	19	19	19	0	3,347	3,347	3,347	3,347	GOSL	Technology & Innovation
Outcome 1.3. Relevant assessments used to measure learning at key points in the system																
1.1.2 Develop and pre-test assessment tool to measure learning progress in pre-primary school		Workshops; Printing;		Lumpsum						1,671	0	0	0	0	GOSL; World Bank and Multi-donor Trust Fund	Educational Services & Programmes
1.1.3 Implement assessment tool to measure learning progress in pre-primary	Finalised assessment tool for pre-primary	Pre-testing (workshops, logistics; printing)		Lumpsum						0	0	363	363	363	GOSL; World Bank and Multi-donor Trust Fund	Educational Services & Programmes

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
2.1.5 Develop and pre-test learning assessment tool in English and Math for primary		Workshops; consultants; pre-testing		Lumpsum						0	565	0	0	0	GOSL; World Bank and Multi-donor Trust Fund	Policy & Planning
2.1.6 Conduct assessment of reading and mathematics for Class 3 students	Learning assessment successfully conducted twice during plan period			Lumpsum						0	0	1,200	0	1,200	GOSL; World Bank and Multi-donor Trust Fund	Policy & Planning
3.1.5 Conduct learning assessment in Mathematics and English in JSS and SSS to measure progress in learning	Learning assessment successfully conducted twice during plan period			Lumpsum						0	216	1,416	0	1,200	GOSL; World Bank and Multi-donor Trust Fund	Policy & Planning
5.1.5 Establish specialised centres of excellence for specific trades for testing and certification for TVET institutions	2 model TVET centres established and equipped	Construction service; equipment		Number of TVET Institutions	0	1	0	1	0	10	8,400	300	8,400	300	GOSL	TVET
Develop assessment policies in HEIs with clear standards and a grade appeal process for students	100% of public HEIs have polices on assessment	Staff time only			0	0	0	0	0	0					GOSL	TEC
Develop and conduct labour market survey of recent graduates of technical and higher education institutions every two years	Labour market survey of graduates conducted every two years		1,320	Package	0	1	0	1	0	0		1,320			GOSL	TEC
Objective 2: Recruit, retain and support excellent educators																
Outcome 2.1 Recruit and retain qualified teachers and educators to meet demand																

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
1.2.2 Recruit qualified male and female pre-primary teachers to meet the needed demand focusing on gender representativeness	Improved Pupil-Qualified Teacher ratio in pre-primary		2.5 times GDP per capita	Number of teachers	260	295	334	377	401	3,405	3,941	4,585	5,324	5,779	GOSL	TSC
2.2.1 Recruit qualified male and female primary teachers to meet the needed demand focusing on gender representativeness	Improved Pupil-Qualified Teacher ratio in primary; Improved share of female teachers		3.4 times GDP per capita	Number of teachers	2,062	2,100	2,138	2,175	2,213	36,737	38,178	39,878	41,743	43,414	GOSL	TSC
2.3.3 Provide 'rural allowance' for teachers in rural areas	10% of teachers in the most remote areas receive 'rural allowance'		1 times GDP per capita	Number of teachers	0	149	158	167	176	0	3,266	3,553	3,863	4,162	GOSL	TSC
3.2.1 Recruit qualified male and female teachers in government and government-assisted secondary towards gender balance in the workforce	Improved Pupil-Qualified Teacher ratio in secondary; Improved share of female teachers		3.5 times GDP per capita for JS and 3.6 times for SS	Number of teachers	1,180	1,287	1,411	1,555	1,710	21,702	24,166	27,192	30,847	34,718	GOSL	TSC
4.2.4 Payment of stipends literacy facilitators in NFE centres	Improved retention of facilitators		1,009,939	Number of literacy facilitators	596	693	791	891	988	602	714	837	969	1,098	GOSL	Nonformal & Adult Education
5.2.1 Review staff promotion criteria to ensure transparency and career opportunities for growth for TVET personnel	Improved retention of TVET personnel	Workshop		Lumpsum	1	0	0	0	0	363	0	0	0	0	GOSL	TVET

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
6.3.1 Organise outreach and career day engagements with students in SSSs and Universities to take up teaching as a profession, focusing on specific career pathways for women	Increase in female enrolment in teacher training programmes	Workshops; materials		Lumpsum	1	1	1	1	1	31	31	31	31	31	GOSL	TSC
Outcome 2.2 High quality pre-service education for teachers																
6.1.2 Provide supervised teaching practice opportunities for teacher trainees	More effective teachers	Workshops		Lumpsum	1	0	0	0	0	282	0	0	0	0	GOSL	TTIs
6.2.1 Provide scholarships to teacher trainees in STEAM, SNE, languages etc with a focus on gender balance	Increase in teacher trainees studying these subjects		1,090,872	Number of teacher trainees	1,886	1,924	1,962	2,002	2,042	1,977	2,058	2,153	2,259	2,356	GOSL	MTHE
6.2.2 Design training programmes for teachers who are teaching but unqualified and untrained but already on the payroll	Increase in PQTR	Workshops; DSA		Lumpsum	1	0	0	0	0	363	0	0	0	0	GOSL	TSC/TTIs
6.2.3 Train/Upgrade unqualified teachers and certify them based on TSC guidelines	Increase in PQTR		20% of GDP/capita	Number of teachers	290	290	290	0	0	0	310	318	327	0	GOSL	TTIs
6.3.2 Upgrade classrooms in TTIs	Better prepared teachers (increase in % of student teachers passing the certification exam)		178,500,000	Number of classrooms	0	30	30	30	30	0	5,355	5,355	5,355	5,355	GOSL	TTIs

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
6.3.2 Upgrade laboratories in TTIs	Better prepared teachers (increase in % of student teachers passing the certification exam)		750,000,000	Number of TTIs	0	5	5	5	5	0	3,375	3,375	3,375	3,375	GOSL	TTIs
6.3.3 Upgrade libraries/resource centres in TTIs	Better prepared teachers (increase in % of student teachers passing the certification exam)		935,000,000	Number of libraries/resource centres	0	2	2	2	2	0	1,403	1,403	1,403	1,403	GOSL	TTIs
6.3.4 Upgrade technical workshops facilities in TTIs	Better prepared teachers (increase in % of student teachers passing the certification exam)		855,000,000	Number of workshop facilities	0	2	2	2	2	0	1,283	1,283	1,283	1,283	GOSL	TTIs
6.9.1 Develop teacher performance assessment strategy and toolkit	Better prepared teachers (increase in % of student teachers passing the certification exam)	Workhop		Lumpsum	0	6	0	0	0	0	32	0	0	0	GOSL	TTIs
Outcome 2.3 High quality continuous professional development and in-school support to teachers and other educators																
1.2.1 Develop career pathway for pre-primary teachers based on education, experience, and assessment	Pre-primary educators career pathways guidance document exists	Workshops; printing		Lumpsum						0	308	0	0	0	GOSL	TSC
6.1.1 Provide regular in-service CPD for teachers and educators in gender-responsive pedagogy and subject content for curriculum delivery, including training on inclusive education	More effective teachers (increase in learning outcomes of students)		10% of GDP per capita	Number of teachers	13,729	14,680	15,682	0	0	0	7,341	8,054	8,850	0	GOSL	TSC

99

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
4.2.1 Train teachers and other educators on emerging issues such as climate change, comprehensive sexuality education, and HIV	More effective facilitators	Workshop; DSA		Lumpsum						0	727	727	0	0	GOSL	Nonformal & Adult Education
7.2.3 Develop comprehensive plan for Staff capacity building	Staff development plan exists	Workshop; DSA; Materials		Lumpsum	1	0	0	0	0	363	0	0	0	0	GOSL	HEIs
7.2.4 Train staff based on the capacity development plan, including capacity development on gender issues	Increase in % of staff trained in HEIs	Workshop; materials		Lumpsum	1	0	0	0	0	3,245	0	0	0	0	GOSL	HEIs
Objective 3: Improve educational access, experience, and outcomes for the most marginalised																
Outcome 3.1 Children with special education needs have the supports they need to succeed																
Provide annual screening and identification (in partnership with specialised ministries) for children in pre-primary and primary education																
1.3.4 Provide assistive devices to learners with special needs in pre-primary (hearing, visual and physical)	Increase in special needs learners with assistive devices	Assorted assistive devices	8,845,515	Package	138	138	138	138	138	1,219	1,219	1,219	1,219	1,219	GOSL; World Bank; MDTF	Educational Services & Programmes
2.3.4 Provide assistive devices to learners with special needs in primary (hearing, visual and physical)	Increase in special needs learners with assistive devices	Assorted assistive devices	12,557,042	Package	332	332	332	332	332	4,169	4,169	4,169	4,169	4,169	GOSL; World Bank; MDTF	Educational Services & Programmes

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
3.3.5 Provide assistive devices to learners with special needs in secondary (hearing, visual and physical)	Increase in special needs learners with assistive devices	Assorted assistive devices	16,047,047	Package	169	169	169	169	169	2,706	2,706	2,706	2,706	2,706	GOSL; World Bank; MDTF	Educational Services & Programmes
Outcome 3.2: Targeted support provided to vulnerable and struggling learners																
1.3.3 Provide school meals to pre-primary students in vulnerable communities	10% of learners in government pre-schools receive nutritious meals		269,646	Number of learners	3,951	5,038	6,326	7,836	9,507	1,065	1,359	1,706	2,113	2,564	GOSL; WFP	School Feeding Secretariat
2.3.2 Provide school meals to primary children in most vulnerable communities	20% of learners in government primary schools receive nutritious meals		269,646	Number of learners	288,894	305,978	317,040	328,674	338,774	77,899	82,506	85,488	88,626	91,349	GOSL; WFP	School Feeding Secretariat
2.4.1 Develop and provide supplementary materials on CSE for schools, TVET and NFE centres	CSE materials developed and shared to schools	Workshops; DSA; printing		Lumpsum						0	448	0	0	0	GOSL	Educational Services & Programmes
3.3.1 Develop modules for remedial teaching for slow learners (JS1 and S1) in mathematics and English	Remedial modules developed	Workshops; DSA		Lumpsum						0	421	181	0	0	GOSL	Educational Services & Programmes
3.3.2 Train teachers to deliver remedial lessons for slow learners in secondary (JS1 and S1) in mathematics and English	Teachers trained to deliver remedial modules	Workshops; DSA		Lumpsum						0	0	1,454	0	0	GOSL	TSC
3.3.3 Provide remedial teaching for slow learners (JS1 and S1) in mathematics and English	Remedial programmes provided for struggling kids	Workshops; DSA		Lumpsum						0	0	0	0	0	GOSL	Educational Services & Programmes

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
Provide welfare and hygiene packages to vulnerable girls in government-assisted schools	48% of girls in government assisted school receive package		2942	Number of girls	775,481	792,726	810,927	824,914	838,644	2,281	2,332	2,385	2,427	2,467	GOSL	Educational Services & Programmes
Sensitise parents and communities on the importance of CSE and their role in supporting their children																
Popularise the radical inclusion policy in schools and communities PP/PE/SE																
Establish and ensure there is a functional referral pathway system in schools for reporting and addressing SGBV																
Ensure an effective system exists to provide counselling and psychosocial support to children, especially pregnant girls and victims of SGBV																
Outcome 3.3: Disparities in educational access reduced																
1.3.1 Identify communities where new ECE centres need to be set up	Communities identified for ECE centres	Technical Workshop		Lumpsum						282	0	0	0	0	GOSL	DDE
1.3.2 Build pre-primary classroom in primary schools in underserved areas	32 new pre-primary classrooms built in underserved areas		785,103,0 00	Number of schools	0	8	8	8	8	0	6,281	6,281	6,281	6,281	GOSL; World Bank; MDTF	DDE

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
2.3.1 Construct or rehabilitate primary schools based on school catchment area policy, and considering varying infrastructure needs of boys and girls	32 new primary schools built in underserved areas		4,841,515,000	Number of schools	0	11	11	11	0	0	51,643	51,643	51,643	0	GOSL; World Bank; MDTF	DDE
3.3.4 Establish secondary schools based on the school catchment area policy, and considering the differentiated infrastructure needs for boys and girls	32 new secondary schools built in underserved areas		6,137,128,000	Number of schools	0	11	11	11	0	0	72,703	72,703	72,703	0	GOSL; World Bank; MDTF	
5.3.2 Set up career guidance and counselling for trainees in TVET institutions	Career guidance and counselling exists in TVET institutions	Workshop; Training of Personnel; Public Engagement		Lumpsum	0	17	0	0	0	0	363	0	0	0	GOSL	TVET
7.3.1 Conduct awareness/sensitisation on the existence of STEAM scholarships for women in tertiary education	Radio programmes developed and aired	TV and radio adverts		Lumpsum	1	1	1	1	1	65	65	65	65	65	GOSL	Science Education
7.3.2 Provide scholarships to female students in STEAM courses in tertiary education	500 females receive STEAM scholarship		60,000,000	Number of scholarships	100	100	100	100	100	6,000	6,000	6,000	6,000	6,000	GOSL	Science Education
Provide bridge programmes (e.g. accelerated learning) that prepare out of school children, including pregnant girls and lactating adolescent mothers, to re-enter formal schooling																

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
Objective 4: Provide safe, healthy, and conducive educational environments																
Outcome 4.1 Infrastructure meets minimum standards for health and safety																
1.4.1.Provide infrastructure support grants to community and government pre-primary schools currently not meeting minimum infrastructure standards	50% of classrooms in poor conditions rehabilitated 25% of projected new classroom needs met		61,000,000	Number of classrooms	0	79	83	87	88	0	4,763	5,100	5,449	5,470	GOSL; World Bank; Multi-donor Trust Fund	Educational Services & Programmes
2.4.2.Provide infrastructure support grants to government primary schools not meeting minimum infrastructure standards	Increase in % of classrooms in poor condition rehabilitated (5%) Increase in % of projected new classroom needs met (10%) Increase in % of schools connected to electricity (15%) Increase in % of schools with potable water (60%) Increase in % of schools with functional toilets (65%)		275,901,204	Number of classrooms	0	172	174	176	119	0	53,068	48,015	49,767	38,380	GOSL; World Bank; Multi-donor Trust Fund	Educational Services & Programmes

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
3.4.1. Refurnish government-assisted secondary schools up to minimum standards as per the School Approval Guidelines (ensuring WASH facilities are gender sensitive)	Increase in % of classrooms in poor condition rehabilitated Increase in % of projected new classroom needs met Increase in % of schools connected to electricity Increase in % of schools with potable water Increase in % of schools with functional toilets		377,252,140	Number of classrooms	0	175	196	221	212	0	68,118	73,969	80,745	62,780	GOSL; World Bank; Multi-donor Trust Fund	Educational Services & Programmes
Outcome 4.2 Educational Institutions are free from all forms of violence and abuse																
3.5.1 Popularise the School Safety Policy (SSP)	School Safety policy implemented	Radio and TV spots		Lumpsum						65	65	65	65	0	GOSL	Educational Services & Programmes
5.4.1 Develop and implement gender-responsive codes of conduct for staff and trainees of TVET Institutions	Code of conduct exist and implemented in TVET institutions			Lumpsum	1	0	0	0	0	282	0	0	0	0	GOSL	TVET
7.4.1 Provide guidance and counselling services to HE students for GBV issues	Services and systems in place to reduce incidences of corruption and SRGBV in HEIs	Use existing staff labour		Lumpsum	1	1	0	0	0	0	0	0	0	0	GOSL	HEIs/TEC
7.4.2 Review HE staff handbook to ensure they include ethical standards, GBV, and grievance redress mechanisms	HEIs staff handbooks include guidelines and policies on corruption, malpractice, GBV, and ethics	General Workshop		Lumpsum	1	0	0	0	0	363	0	0	0	0	GOSL	HEIs/TEC
Outcome 4.3 Improved opportunities for students and youths to participate in sports																

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
8.4.1 Conduct a national workshop for Physical and Health Education (PHE) teachers for primary and secondary schools	National PHE workshop held in Year 1	Workshop		Lumpsum						363	0	0	0	0		TSC
8.4.2 Organise Intercollegiate ball games	2 intercollegiate events for ball games held			Lumpsum	0	0	1	0	1	0	0	1,233	0	1,233		HEIs
8.4.3 Organise Intercollegiate and TVET athletics completion	2 intercollegiate athletic events held			Lumpsum	0	1	0	1	0	0	1,093	0	1,093	0		HEIs/TVET
8.4.5 Organise national and Inter-Primary and Secondary Schools athletic competitions	2 inter-primary and inter-secondary school athletics competion held every 2 years			Lumpsum			1		1	0	1,233	0	1,233	0		
8.4.6 Organise national and Inter-primary and Secondary Schools ball games	2 inter-primary and inter-secondary school athletics ball competitions held every 2 years			Lumpsum		1		1		0	1,093	0	1,093	0		
Objective. 5: Strengthen governance, management, and accountability of the system																
Outcome 5.1 Policy and regulatory environment strengthened																
4.1.1 Develop Non-Formal Education Policy in Sierra Leone.	Nonformal education policy exists and in use	Local Consultant		Lumpsum						360	0	0	0	0	GOSL	Nonformal
4.1.2 Print and disseminate the NFE Policy	100% of NFE centres have the NFE policy	Printing costs		Lumpsum						15	0	0	0	0	GOSL	Nonformal
5.5.2 Enact and popularise education regulatory instruments (Acts and Regulations)	TVET-related Acts finalised and enacted	Local Consultant; Workshop; Printing		Lumpsum	1	1	0	0	0	282	282	0	0	0	GOSL	TVET

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
7.5.1 Finalise the review of education regulatory instruments (Education Act 2004, NCTVA Act 2001, Polytechnic Act 2001)	Acts related to tertiary education updated	Local Consultant; International Consultant		Lumpsum	1	1	0	0	0	363	363	0	0	0	GOSL	TVET; TEC
3.6.2. Popularise School Establishment/Approval Policy	School Established and approval policy popularised	Workshop		Lumpsum						0	1,817	0	0	0	GOSL	Planning & Policy
Develop a communication strategy for the education sector (labour only)	Internal communications strategy produced and in use	Labour only														
Outcome 5.2 Schools and other educational institutions are supervised, monitored, and held accountable for learning improvements																
1.7.1 Train school management bodies on running of pre-primary schools	40% of SMC members trained		10% of GDP per capita	Number of SMC members	1,178	1,178				617	630	0	0	0	GOSL	SQAM&R
2.7.2 Train school management on roles and responsibilities in managing and monitoring primary schools	20% of SMC members trained		10% of GDP per capita	Number of SMC members	5,474	5,474	0	0	0	2,868	2,927	0	0	0	GOSL	SQAM&R
3.4.2 Train school boards of governance (BOG) on their roles in managing and monitoring schools	33% of BOG members trained			Number of BoG members	3,612	3,612	0	0	0	1,892	1,931	0	0	0	GOSL	SQAM&R
5.4.2 Develop quality assurance management system to support and guide TVET	Quality assurance management system for TVET developed			Lumpsum	1	1	0	0	0	0	282	0	0	0	GOSL	TVET; NCTVA

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
5.5.5 Strengthen governance and reporting structures of TVET institutions	Updated guidelines on governance and reporting exist Administrators trained on governance and reporting			Lumpsum	1	1	1	1	1	363	363	363	0	0	GOSL; World Bank	TVET
5.5.1 Strengthen the operations of NCTVA through the establishment of a national accreditation, equivalent and certification system for TVET	Increase in the % of learners certified			Lumpsum	2	1	1	1	1	1,138	574	574	574	574	GOSL; World Bank	TVET
5.7.3 Develop score card and award scheme for TVET institutions.	TVET score card and award scheme exists	Workshops; prizes		Lumpsum						0	625	0	0	0	GOSL	TVET; NCTVA
8.1.1 Assess the impact of teacher training	Assessment tool developed	Workshop		Lumpsum						282	0	0	0	0	GOSL	SQAM&R
8.5.2 Monitor, coach and supervise teaching and learning, including implementation of CSE	Increase in school visits by school quality assurance officers			Lumpsum						1,083	720	1,083	720	720	GOSL	SQAM&R
8.7.1 Conduct a public expenditure review of the financing of higher education	Better financial management of higher education	Technical Workshops		Lumpsum	2	1	1	2	1	565	282	282	565	282	GOSL	Tertiary Education/Mo nitoring & Evaluation
ü Establish and operationalise a ministerial programme delivery team		Operating Cost	Package	Lumpsum						4,484	4,484	4,484	4,484	4,484	GOSL	MBSSE Minister's Office
ü Monitor implementation of the key education policies		General Workshop		Lumpsum	1	0	1	0	1	168		169		168	GOSL	MBSSE: Planning & Policy

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
Develop human and institutional capacity in planning, management and monitoring of the education system																
Objective 6: Enhance emergency prevention, preparedness, response, and recovery																
Outcome 6.1 Positive actions taken to prevent emergencies, including effect of climate change																
3.6.1. Upgrade/Review School Establishment/Approval Policy to include Environmental Impact Assessment (EIA)	School Established policy includes EIA	Local Consultant; Printing		Lumpsum	1	0	0	0	0	0	147	0	0	0	GOSL	Planning & Policy
3.6.3. Transfer learners and teachers in schools located in disaster prone areas	100% of learners and teachers transferred to existing schools	Current staff time		Lumpsum	1	0	0	0	0	0	0	0	0	0	GOSL	Planning & Policy
Enforce recommendations related to disasters in the school approval policy		Staff labour only														
Review and update map of disaster-prone areas	Updated map of disaster areas			Package	1					168						
Plant trees planting in schools and other educational institutions																
Outcome 6.2 Enhanced coordination, planning, and monitoring of emergency response and preparedness																
5.6.1 Develop an emergency preparedness, response, and recovery plan in every TVET Institutions/centres	Emergency Plan exists for TVET institutions	Local Consultant; Workshop		Lumpsum	1	0	0	0	0	363	0	0	0	0	GOSL	TVET
7.6.1 Develop an emergency preparedness, response, and recovery plan for HEIs	Emergency Plan exists for HEIs institutions	Local Consultant; Workshop		Lumpsum	1	0	0	0	0	363	0	0	0	0	GOSL	HEIs

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
2.6.1 Provide every government and government-assisted school with a first-aid kit	100% of government and government-assisted school with a first aid kit (pre-primary, primary and secondary)		300,000	Package	9081	9538	9854	10190	10485	2,724	2,861	2,956	3,057	3,145	GOSL	Educational Services & Programmes
Provide emergency food rations in times of crises																
Objective 7: Eliminate corruption and malpractice in education																
Outcome 7.1 Code of Conduct for teachers and other educational professionals enforced																
8.7.1 Popularise the toll-free number for reporting of corruptions related elements	Parents and other stakeholders aware of and use toll-free number	Radio & TV Spots; bulk SMS messages		Lumpsum						0	1,817	0	0	0	GOSL	Planning & Policy
Develop and enforce a harmonised code of conduct for teachers, tutors, facilitators, and educators																
Outcome 7.2 Reduced incidences of exam malpractice and academic fraud																
2.7.1 Sensitise stakeholders on examination malpractices		Radio Spots		Lumpsum						247	301	301	247	247	GOSL	Planning & Policy
3.7.1 Sensitise on the signed MoU between MBSSE, ACC, CPSS on Examination malpractices.		Radio Spots		Lumpsum						424	0	424	0	424	GOSL	Planning & Policy
5.7.1 Develop clear and transparent system for reporting incidence of corruption and malpractices in TVET sector, and enforce the rules	TVET reporting system exist	Workshops;		Lumpsum	1	0	0	0	0	363	0	0	0	0	GOSL	TVET; NCTVA

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
5.7.2 Develop fair, consistent and transparent assessment systems for TVET institutions	TVET assessment system exists	Workshops;		Lumpsum	0	2	0	0	0	0	0	0	0	0	GOSL	TVET; NCTVA
6.7.1 Develop ethical standards to safeguard against academic fraud and other academic malpractices	Standards against academic fraud and malpractices exist in HEIs	Workshops;		Lumpsum	5	1	0	0	0	282	54	0	0	0	GOSL	HEIs
Objective 8: Strengthen partnerships with parents, communities, and other stakeholders																
Outcome 8.1 Strengthened partnerships with parents and communities in support of learning																
1.8.1 Provide information to parents on how to support their children learning at home, taking into consideration gender roles	Sensitisation programme developed and implemented	production of scripts; workshops		Lumpsum						363	925	0	0	0	GOSL	Educational Services & Programmes
Outcome 8.2 Strengthened partnerships with the private sector, civil society, and donor partners to support the educational sector																
Establish public-private partnerships to support teaching and learning in TVET and HE institutions	Increase in numbers of PPPs in TVET	Current staff time								-	-	-	-	-	GOSL	
ü Update mapping of education partners' interventions in the education sector																
ü Monitor and report on education partners' intervention																
Establish viable partnerships with other technical teaching and research institutions to deepen skill transfer and research	increase in numbers of partnerships with regional and international institutions	Current staff time			4	0	0	0	0	564	-	-	-	-	GOSL	TVET/NCTVA

111

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
5.3.1 Establish sustainable financing mechanism for TVET	Sustainable financing mechanism for financing TVET developed	Local Consultant; Technical Worksop		Lumpsum	0	1	0	0	0	282	0	0	0	0	GOSL	TVET
Objective 9: Increase use of data and technology to support learning improvement and education management																
Outcome 9.1 Improved data for management and decision-making																
Establish the EDWG to ensure proper co-ordination of all databases on education																
Establish and maintain an integrated EMIS that links or merges data from multiple sources, years, and levels																
2.9.2 Provide one tablet to every government and government assisted primary school	100% of primary schools receive a tablet			Number of schools	0	3,675	0	0	0	0	14,741	0	0	0	GOSL	Planning & Policy
3.9.2 Provide one tablet to every govt and govt assisted secondary school	100% of government and government assisted primary and secondary schools receive a tablet		75% of per capita GDP	Number of schools	0	673	0	542	0	0	3,157	149	2,461	84	GOSL	Planning & Policy
4.9.4 Provide tablets for data collection and reporting to EMIS	50 tablets procured for NFE		5,000,000	tablet			50			0	0	250	0	0	GOSL	Planning & Policy
5.9.1 Conduct annual census for TVET and HE institutions	Annual Census of TVET and HE institutions conducted	tablets; server; data collection; analysis & reporting		Lumpsum	1	1	1	1	1	1,136	228	854	36	554	GOSL; World Bank	Monitoring & Evaluation/ Technology & Innovation
8.9.1 Strengthen EMIS/TMIS by conducting and disseminating the annual schools census	Annual School Census completed	Data collection		Lumpsum	1	1	1	1	1	720	720	720	720	720	GOSL; World Bank; MDTF; GPE	Planning & Policy

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
6.9.3 Train head teachers on the use of tablets in government and government assisted primary schools	100% of head teachers trained on use of tablets			Number of head teachers	0	9,615	0	0	0	0	5,141	0	0	0	GOSL	TSC
Outcome 9.2 Strengthened use of technology to support teaching and learning																
1.9.1 Develop interactive radio programme focused on school readiness	Interactive radio programme developed and aired	Workshops		Lumpsum						0	53	53	53	53	GOSL	TSC
2.9.1 Connect primary schools to a power source (solar power, where necessary)	Increase in percent of schools connected to electricity			Number of schools	0	136	127	133	132	0	3,546	3,648	3,927	4,064	GOSL	Planning & Policy
5.9.2 Provide e-management/e-learning systems to TVET Institutions	TVET institutions have e-learning and/or e-management system	Local and international consultants; training workshops; connectivity;		Lumpsum	1	0	0	0	0	382	0	0	0	0	GOSL	TVET; Technology & Innovation
5.9.3 Strengthen the capacity of TVET management and regulatory bodies for effective supervision and monitoring of digital learning and automated management systems.	Capacity of TVET bodies strengthened	Local and International consultants; workshop; study tours		Lumpsum	1	1	1	1	1	3,315	3,315	3,315	3,315	3,315	GOSL	TVET
3.9.1 Connect govt and govt assisted secondary schools to a power source (e.g. solar power)	Increase in percent of secondary schools with electricity (70%)			Number of schools	0	86	92	98	51	0	4,607	4,907	5,231	2,720	GOSL	Planning & Policy
4.9.1 Provide Bluetooth radio for tutorial at the CLCs	CLCs use radios for tutorials	Equipment and materials		Lumpsum						5	0	0	0	0	GOSL	Nonformal & Adult Education

Activity	Expected Output	Inputs	Unit Cost (Le)	Unit	Target Quantity					Cost per year (Millions of Leones)					Sources of funding	Directorate/ Agency
					2022	2023	2024	2025	2026	2022	2023	2024	2025	2026		
5.4.4 Equip TVET institutions with computers	100% of TVET institutions receive computers			Lumpsum	0	68	0	0	0	0	1,100	0	0	0	GOSL	TVET
6.9.2 Procure and install fast and reliable internet access in all TTIs	100% public TTIs have fast and reliable internet access			Number of TTIs	0	6	0	0	0	0	32	0	0	0	GOSL; BADEA	TTIs
7.1.5c Connecting TTIs to stable internet	100% of public HEIs have fast and reliable access to internet			Number of institutions	0	3	3	3	3	0	225	225	225	225	GOSL	HEIs

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