

Appraisal Report

A report which documents the making and appraising of the Sierra Leone Education Sector Plan

Table of Contents

Context	2
The making of the Education Sector Plan in Sierra Leone.....	2
The in-country Donors meetings – an ongoing appraisal process	4
The final appraisal meeting for endorsing the ESP	5
Summary of ESP strengths.....	7
Summary of Donor concerns.....	7
Overall conclusion of in-country Donors	9
Annex 1 – Names, Areas of Coverage and Institutions of Writers.....	10
Annex 2a – Consultative Meetings, Dates and Venues.....	12
Annex 2b – Contact List of Ministries Consulted.....	14
Annex 2c – List of Other Government Organisations Consulted	14
Annex 2d – Contact List of Main Local Organisations Consulted	14
Annex 2e – List of Districts Consulted	15
Annex 3 – District Consultative Meetings	16
Annex 4 – List of in-country donors and international development partners.....	19
Annex 5 – Lessons learned from recently endorsed ESPs	20
Annex 6 – Consolidation of comments on ESP Discussion Draft.....	21
Annex 7 – Checklist for ESP Appraisal.....	23
Annex 8 – Base year statistics.....	24
Annex 9 – Main documents informing the ESP	26
Annex 10 – Abbreviations and Acronyms	28

Context

A Peace Agreement was signed in Sierra Leone in 2002 as the country emerged from over 10 years of brutal civil war during which time the country's infrastructure had been destroyed and public services had collapsed. Moreover, thousands of teachers and children had been killed or maimed and up to two million people, around half the country's population, had been displaced.

Since the war rapid progress has been made in the education sector. Free primary education and free West African Examinations Council examinations led to primary school enrolment increasing from 659,503 to 1,280,853 between 2001/2 and 2004/5. The Government also introduced a Girl-child Education Support Programme to get more girls into junior secondary school in regions with the greatest gender disparity. As a result, girls' enrolment at JSS has significantly increased which will also have a positive effect on girls' education both at primary school and at the post-junior secondary level.

Despite the rapid progress, many challenges remain such as: increasing education access further for attainment of UPE; providing an adequate number of qualified teachers; achieving gender equality and eliminating gender based violence in schools; providing adequate water, sanitation and hygiene facilities in all schools; catering for children with special needs; assuring quality of education provision.

The Government's commitment to the development of the nation and to addressing the many education challenges in particular, is not in doubt. Commitment has been demonstrated by the Government's rapid completion of a Poverty Reduction Strategy Paper in 2004, a Country Status Report in 2006 and an Education Sector Plan (ESP) in 2007. The putting together of the Sector Plan itself started in July 2006, less than 9 months prior to the endorsement meeting.

At this final appraisal meeting on 15 March 2007, the ESP was unanimously endorsed by the in-country donors. There were 41 participants present at the meeting – 21 representatives of the donors and 20 representatives of the Ministries and local institutions. Sierra Leone is the first country with such a long recent history of war to get its Education Sector Plan endorsed and to apply for FTI Partnership.

The making of the Education Sector Plan in Sierra Leone

The first steps in making the ESP were the compilation of data and the completion of a comprehensive diagnostic analysis of the education situation in Sierra Leone – the Country Status Report (CSR). It was meticulously compiled with assistance from the World Bank and finalized in July 2006. This report contains currently available data and statistics on the education situation in the country and indicates the gaps where more information is required. The CSR has been a valuable source of baseline information for the ESP together with the Census Report of 2004 and the MICS3 survey results.

A senior official in MEST was appointed as the ESP coordinator (the same person who had led the writing of the CSR) and he brought together 50 writers from a broad spectrum of education institutions and backgrounds. These writers met on a daily basis at a hotel retreat for a 2-month period to thrash out a zero draft of the ESP (mid-July to mid-September 2006). The names, areas of coverage and institutions of these writers are given in Annex 1.

The writers were initially grouped according to theme (access, quality, governance) and level (primary, secondary, tertiary) and their work was gradually merged into a single document, the Zero Draft. They produced detailed background text, SWOT analyses, summary matrices and prioritized activity schedules under an overall strategic framework corresponding to the various chapters of the ESP.

The Zero Draft of the ESP was discussed with the in-country donors at the end of September 2006. After that meeting the ESP coordinator continued work on the draft with help from selected experts including a specialist from the World Bank who assisted with the simulation model and costings.

A revised draft, called the Discussion Draft, was presented at the following in-country donors meeting in early December for further review. A second Discussion Draft was produced in January 2007 for presentation at an Inter-Ministerial Consultation with about 50 participants mainly from the various line Ministries. This led to the production of the Appraisal Draft which was presented for endorsement at the March in-country donors meeting. After successful appraisal and further fine-tuning, the endorsed Final Draft of the ESP was submitted to UNICEF in Freetown at the beginning of April 2007 for onward transmission to the FTI Secretariat.

The overall timetable showing the various drafts produced in the crafting of the ESP can be summarized as follows:

- Writing and Consultations commenced mid-July 2006
- Zero Draft – September 2006
- Discussion Draft I – December 2006
- Discussion Draft II – January 2007
- Appraisal Draft – 10 March 2007
- Final Draft and Endorsement Report – end of March 2007

During the writing process there were regular consultations with civil society groups, umbrella organizations, special needs groups, teacher associations, local authorities, line Ministries and many other organizations and interest groups. There were also large consultations in all but two of the twelve Districts. The remaining two Districts were consulted after the appraisal process and their inputs will be fed into the ESP, where appropriate, during implementation. The list of consultations and people consulted including the main outcomes of the District consultations can be found in Annexes 2 & 3. Consultations were largely in the form of one-day workshops – in which the Minister often participated to underscore their importance – or in the form of written submissions requested of particular organizations. Consultations for providing input to inform the ESP have been an on-going process in Sierra Leone and they

will continue to take place even after ESP endorsement. Ongoing consultations go hand in hand with ongoing review and revision of the ESP.

In the words of the Minister, the ESP document is designed to take cognisance of improvements made over time and the need to make adjustments to meet changing needs as well as to be informed by new knowledge and advances. In short, this Plan is expected to be a 'living document'.

The in-country Donors meetings – an ongoing appraisal process

The Ministry of Education, Science and Technology (MEST) nominated UNICEF as the lead education agency in Sierra Leone to facilitate the FTI process on behalf of the in-country donors. Since mid 2005 the regular in-country donors meetings, co-chaired by the UNICEF Representative and the Minister himself, have provided constant guidance and advice to MEST leading to the production of the Country Status Report and continuing through to the writing and eventual endorsement of the Education Sector Plan. The list of current in-country donors, who signed the endorsement report, is given in Annex 4.

It can be said that the in-country donors meetings have provided the basis for an ongoing, living appraisal process – reflecting the ongoing, living nature of the consultations and the ESP document itself. These meetings have been instrumental in molding the ESP into a sound shape. They have provided a forum for government to share with donors the progress of its work in a transparent way while at the same time allowing donors to give their frank feedback and offer advice.

MEST and UNICEF held an in-country donors meeting in August 2006 to review the progress on the writing of the ESP and to meet the writers. At the same time, and underlining the importance and urgency of the work to be done, UNICEF appointed an education consultant dedicated to the task of assisting UNICEF in its role of coordinating the donors while at the same time helping MEST in formulating and writing the ESP.

The in-country donors meeting in September reviewed an unfinished initial draft of the ESP known as the Zero Draft. Some sections were still to be written and the costings were incomplete. To help MEST revise the Zero Draft in the period leading up to the next in-country donors meeting, the UNICEF consultant looked at a number of recently endorsed ESPs and appraisals from eight other countries. Notes were made on the various approaches to the FTI appraisal, strengths identified in the ESPs, concerns and conclusions. Lessons learned were summarized on a separate sheet and are given in Annex 5.

At the in-country donors meeting in December, MEST presented a Discussion Draft of the ESP. The donors agreed that the appraisal 'proper' could start from that day and they were given a month to study the Discussion Draft and to send in their comments. They were also informed that the document presented was still incomplete and that work was ongoing.

Extensive feedback was received from eight partners: CONCERN, CRS, DFID, EC, Irish Aid, Save the Children – UK, UNESCO and UNICEF. Their comments were consolidated by UNICEF into a 2-page summary (see Annex 6) and discussed at the February 2007 in-country donors meeting. At the meeting the Government updated the donors on the progress of the ESP and on how their comments would be incorporated into the final plan.

The in-country donors meeting for the final appraisal and endorsement of the ESP took place in March 2007 and is described in the next section.

In summary, the in-country donors meetings to review and guide the development of the ESP from the beginning of the writing process were held on the following dates (minutes of these meetings and other materials can be obtained from UNICEF Sierra Leone on request):

- 7 August 2006 – interaction with writers
- 28 September 2006 – presentation of ESP Zero Draft
- 7 December 2006 – presentation of ESP Discussion Draft
- 15 February 2007 – donor feedback and preparation for final appraisal
- 15 March 2007 – appraisal and endorsement of ESP Appraisal Draft

After endorsement of the ESP, the regular in-country donors meetings facilitated by UNICEF will continue to take place and will provide a platform for shared commitment promoting constructive dialogue between Government and donors. Remaining concerns identified during and after the endorsement process will be addressed at these meetings and through regular joint reviews during the implementation of the ESP.

The final appraisal meeting for endorsing the ESP

At the in-country donors meeting of 15 March 2007, MEST presented the Appraisal Draft of the ESP after which the final appraisal began. It was divided into three parts. In the first part there was a round table discussion on the overall strengths of the ESP and on the donors' concerns. This was followed by a checklist of questions (see Annex 7) which had been summarized by UNICEF from the FTI Appraisal Guidelines, following the steps recommended in the guidelines. Finally the ESP was assessed in terms of the benchmarks in the FTI Indicative Framework.

In terms of ownership and the knowledge base underpinning the sector plan, the donors gave MEST high scores because extensive consultations had taken place (Annexes 1, 2, 3 & 4) and various documents had been used in informing the Plan, in particular the impressive Country Status Report. It was recognized, however, that there were a number of remaining data gaps but that these would be filled in the course of ESP implementation as capacity is increased. The baseline data are given in Annex 8 and the main documents informing the Plan are given in Annex 9.

The donors were also quite happy with the content of the sector plan in terms of the strategic long-term direction. Several scenarios with various trade-offs had been considered all leading to UPE and UPC. MEST selected the scenario which was the most credible, realistic and sustainable, yet ambitious. Key targets and parameters in this chosen scenario are given below.

Chosen scenario	Base Yr	YEAR									FTI Bench
		2004	2007	2008	2009	2010	2011	2012	2013	2014	
Indicative framework											
Domestically-generated revenues as % of GDP	12.3%	12.8%	12.9%	13.1%	13.2%	13.4%	13.5%	13.7%	13.8%	14.0%	14-18%
Recurrent spending on education as % of GDP	3.9%	4.4%	4.5%	4.6%	4.7%	4.9%	5.0%	5.2%	5.4%	5.5%	2.8-3.6%
% domestically-generated resources allocated to education	18.4%	18.8%	19.0%	19.1%	19.3%	19.4%	19.6%	19.7%	19.9%	20.0%	approx 20%
Share of Primary Education in Overall Spending (%)	51.0	47.4	46.7	46.1	45.4	45.8	46.3	46.8	47.1	47.7	approx 50%
Grade 1 (GIR)	159%	129%	120%	110%	100%	100%	100%	100%	100%	100%	100%
Grade 1 (GIR) - Boys	166%	133%	122%	111%	100%	100%	100%	100%	100%	100%	100%
Grade 1 (GIR) -Girls	152%	126%	117%	109%	100%	100%	100%	100%	100%	100%	100%
Grade 6 (Proxi Completion rate)	55%	67%	71%	75%	79%	84%	88%	92%	96%	100%	100%
Grade 6 (Proxi Completion rate) - Boys	64%	74%	77%	81%	84%	87%	90%	94%	97%	100%	100%
Grade 6 (Proxi Completion rate) - Girls	45%	60%	65%	70%	75%	80%	85%	90%	95%	100%	100%
Primary Teacher remuneration as multiple of GDP per capita	3.3	3.5	3.5	3.6	3.7	3.7	3.8	3.9	3.9	4.0	3.5
Spending on inputs other than teachers as % of total recurrent spending	31%	32%	32%	33%	33%	33%	34%	34%	35%	35%	33%
Primary Pupil-Teacher Ratio (public)	61	57	55	54	52	51	49	48	46	45	approx 40
Repetition Rate	12%	10%	9%	9%	8%	8%	7%	6%	6%	5%	10% or less
Annual Hours of Instruction (ave - single and double shift)	886	892	898	904	910	915	921	927	933	933	850 or more
Percentage of pupils in private schools	5%	6.4%	6.8%	7.3%	7.7%	8.2%	8.6%	9.1%	9.5%	10.0%	10% or less
Financing gap for recurrent costs (constant millions of US \$ base year)											
Primary	-9.2	-10.0	-10.4	-10.8	-11.0	-12.7	-14.5	-16.5	-18.3	-20.9	
Other	-8.8	-11.3	-11.9	-12.4	-12.9	-13.9	-15.0	-16.1	-17.2	-18.5	
Total	-18	-21	-22	-23	-24	-27	-29	-33	-36	-39	

Nearly all of the FTI benchmark targets are met in the chosen scenario above. However, the donors expressed concern that the targeted pupil-teacher ratio of 45 in the year 2015 was higher than the FTI benchmark of 40. The donors accepted that this was a necessary interim trade-off for a sustainable model up to 2015.

The following sections summarize the outcomes of the endorsement in terms of the donors' views on the strengths of the ESP, their remaining concerns and their conclusion.

Summary of ESP strengths

Commitment. Although the capacity of the Ministry of Education, Science and Technology (MEST) needs strengthening, a few committed members of staff have put in many hours of hard work with dedication and passion to bring about the present plan. The Plan is ambitious but this is not necessarily a problem because the needs of the country are great. It demonstrates the Government's commitment to address some of the gross disparities between the elites and the majority which were among the contributory factors that led to the civil war which ended in 2002.

Ownership. The process to produce the Plan has been driven by the Government through MEST. The Minister himself has been strongly involved since the beginning – by chairing key meetings, participating at consultations and making advocacy trips. It is a plan developed by Sierra Leoneans for Sierra Leoneans through an extensive participatory process involving stakeholders countrywide.

Frankness. MEST has been open and has not swept problems under the carpet. The challenges are clearly flagged such as girl child abuse, shortage of qualified teachers and data inadequacies. It is a **living document** and these problems will be dealt with during ESP implementation on an ongoing basis as capacity increases. The ESP is a flexible document which will be regularly updated. For example, the first round of data collection has just been completed by the Education Management Information System (EMIS) Unit and the results will be fed into the ESP.

Consultative process. Consultations have been extensive and are documented in the Plan together with a summary of what was discussed and agreed. The consultations are ongoing and will continue in the future. There have been consultations and partnerships with other Ministries and quasi-government organizations. Inter-ministerial collaboration is a strong point of the Sierra Leone ESP and MEST should continue to build on these inter-sectoral linkages in the implementation of the Plan.

Coherent strategy. The strategy is coherent and comprehensive, with clear vision and objectives founded on a conceptual framework of the three E's (Excellence, Equity and Equilibrium). It is based on relevant legislation, linked with the PRSP and MDGs and integrated into the Government's education policies through log frame objectives for each sub-sector. It is a platform from which credible financial and cost estimates can be projected.

Holistic approach. The Plan covers all education sub-sectors and indicates their interdependence and synergies with primary education, which continues to be the priority sector with a particular emphasis on improving opportunities for girls and the many disadvantaged. As the system expands and more children complete primary school, the other sub-sectors will grow in importance and will develop the required capacity to cope with the increasing enrolments.

Summary of Donor concerns

Disadvantaged and extremely vulnerable children. More attention should be directed towards the many children who are in need of protection such as victims of violence or abuse or who are disadvantaged in one way or the other – for example, children in remote places, in extreme poverty or with disabilities. As a result of the war there are many disabled children – both

physically and mentally. Mental disability is often invisible. In implementation, special efforts should be made to identify and cater for all disadvantaged and extremely vulnerable children who are currently out of school.

Demand. There should be a stronger focus on demand. It is well known in low income countries that as the enrolment rate goes up, it gets more and more difficult to capture the remaining percentage of children out of school. A study should be mounted to identify all out-of-school children and to look into how MEST can progressively reduce household costs, which are substantial despite the Government's policy of free primary education.

Resource mobilization. The Plan, with its chosen scenario, provides a tool for mobilizing domestic and external resources. However, resource mobilization needs to be strategized and strengthened. Although data used is fairly comprehensive, there are many hidden costs that have not been taken into account. There is an urgent need to establish more accurate records of teachers in order to feed into a better managed payroll system and thereby provide a better baseline for projections.

Universal Basic Education. According to the ESP, MEST is planning to reduce the transition rate from primary to junior secondary school (50% in 2015 against 63% in 2003/4). The human and financial capacity requirements have necessitated a phased approach to the achievement of UBE, starting with UPE by the end of the first phase (i.e. by 2015) and then UBE afterwards. The reduction in the transition rate, but not in total numbers, has been one of the trade-offs made in developing a sustainable plan.

Citizenship accountability. The Ministry is not the only responsible actor in the education sector. Communities and parents also have responsibilities. Social responsibility should be built into the ESP. This can be achieved by making strategies simple for non-educationists and for people who have never been to school. The ESP is not just for ministries and institutions. MEST should consider using posters and radio messages in public information campaigns for disseminating the ESP to the whole population and reaching down to rural communities. Communities and education authorities should hold each other accountable for meeting the ESP objectives.

Strategy gaps to be filled. Although some strategies presented are quite solid, others require further details to be worked out during the course of ESP implementation:

- a short-term action plan – including costs, responsibilities and time frames – should be developed for immediate implementation to tackle priority issues such as managing teacher numbers and streamlining teacher training
- the Plan should add more on literacy and non-formal education since children with literate parents have better educational chances
- a book policy should be spelt out to get more books – both prescribed texts and supplementary reading materials – into the hands of children
- a monitoring and evaluation framework should be developed from the action plan with 2-4 agreed common indicators so that success can be measured
- what contingency planning will be done to prepare the Government for a possible future emergency in education?

Overall conclusion of in-country Donors

The ESP is an impressive document, more so when compared to other countries with better resources and greater capacity – especially considering that the country is still recovering from the ravages of war. It raises the standards not only for the Ministry but also for the Development Partners to respond to.

Using a scoring system from 1 (very poor) to 5 (very good), the donors agreed on the following overall assessment:

Knowledge base underpinning the sector plan = 5

Content of sector plan in terms of strategic long-term direction = 4

*Content of the short-term action plan = **N/A** (implementation plan under development)*

Consultation with partners = 5

Coverage of gender, HIV/AIDS and child protection issues = 3

As a result of the appraisal process, the in-country donors present at the meeting unanimously agreed to endorse the Sierra Leone Education Sector Plan. The donors noted that they would have to make a greater contribution in terms of advice and funding during the implementation of the Plan.

The in-country donors will continue to meet on a regular basis to assist the Government with financial support, advice and monitoring, including for the review of the Education Policy and Education Act.

Annex 1 – Names, Areas of Coverage and Institutions of Writers

Theme Leader - Access	
Access, Completion and Retention	Dr.Dele Sannoh (USL)/ Prof. S. P. T. Gbamanja (NU)
Sub-Theme Leaders - Access	
Access, Completion and Retention (Primary)	Prof. A. Joof (USL)
Access, Completion and Retention (Secondary)	Mr. H.Fyfe (Prncp, Govt Tech SSS)
Access, Completion and Retention (Tertiary-TVCs, TVIs, Teacher Training Colleges)	Mr. S.E. Johnson (MMCET)
Access, Completion and Retention (Tertiary-Univ and Polys)	Dr. D.Faulkner (USL)
Consultants - Access	
Access, Completion and Retention (Primary)	Mr. J. Swarray (MEST)
	Mr. M. B. Lamin, (Chair, NFE Plan-SL)
	Ms. A. J. S. Pessima (USL)
Access, Completion and Retention (Secondary)	Mr. R. Bob Katta (Prncp, Govt Boys, Bo)
	Mrs. Ophelia Morrison (Prncp, Const JSS)
Access, Completion and Retention (Tertiary)	Dr. T. B. R. Yormah (USL)
Access, Completion and Retention (Tertiary)	Dr. Sullay Kamara
Theme Leader - Quality	
Quality: Exams/Assessment; Monitoring & Evaluation	Mr. R. C. King (BES, MEST)
Sub-Theme Leaders	
Quality	
Quality: Examinations/Assessment	Mr. M. A. Renner (MEST)
Primary level	Mrs. Blanche Macauley (USL)
Secondary level	
Tertiary level (Universities and Polytechnics)	Dr. Raymond Johnson (USL)
Tertiary level (Tech Voc)	Mrs. Rogers-Wright (NCTVA)
<i>Quality (Monitoring & Evaluation)</i>	Mr. G. Sellu (MEST)
	Mr. A. Konjoh (MMCET)
	Mrs. M. Manley (Ex – NCRDC)
	Mr. Claudius Wilson (MEST)
<i>Quality (Primary)</i>	Mr. Bah (Insp) (MEST)
	Mrs. Dolly Martin, (VP, Int School – Prim)
	Ms. D. Thompson-Clewry (Head, Jomo Prim)
<i>Quality (Secondary)</i>	Mr. N. Pearce (Prncp, MBHS)
	Mr. S. Labor (MEST)
	Mrs.Elfrida Scott (Prncp Govt Municipal JSS)
<i>Quality (Tertiary)</i>	Dr. Victor E. A. Kabia (VP, MMCET)
	Mrs. M. Nelson-Williams (RO, BES, MEST)

<i>Quality (Tertiary)</i>	Mrs. Grace Fullah (Prncp – YWCA Voc Inst) Mr. M. A. Jalloh (NCTVA)
Theme Leader	
Governance, Management and Accountability	Dr. Bidemi Carrol (AED / IRC)
Sub-Theme Leader	
Governance, Management and Accountability	Dr. Jeanne B. Harding (USL)
<i>Governance, Management and Accountability</i>	Dr. Josie Beckley (USL) Mr. Jonathan Kpakwiwa (Decent Sec)
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Research Head	Mrs. Musu Gorvie (Dep Dir., MEST)

Key: USL = University of Sierra Leone; NU = Njala University; Prncp = Principal; Govt Tech SSS = Government Technical Senior Secondary School, MMCET = Milton Margai College of Education and Technology; Govt Boys , Bo = Government Secondary School for Boys, Bo; VP = Vice-Principal; Int School – Prim = International School Primary Division; Jomo Prim = Jomo-Kenyatta Primary School, MBHS = Methodist Bys' High School; Govt Municipal JSS = Government Municipal Junior Secondary School; RO = Research Officer; YWCA Voc Inst = Young Women's Christian Association Vocational Institute; AED = Association for Educational Development; Decent Sec = Decentralisation Secretariat; Snr. Lect = Senior Lecturer; VC = Vice-Chancellor; Dep Dir = Deputy Director
(Please note that abbreviations and acronyms for which a key has already been provided at the start of this document are not repeated here.)

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

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

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

Annex 2b**Contact List of Ministries Consulted in the Formulation of ESP**

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

Annex 2c**List of Other Government and Quasi-Government Committees/ Organisations Consulted**

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

Annex 2d - Contact List of Main Local Organisations Consulted

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

Annex 2e - List of Districts Consulted

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

Annex 3

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

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

Details:

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

Composition of Participants:

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

Programme

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

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

Summarised Group-work Report

Issues: Pre-Primary

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

Recommendations

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

Issues: Primary

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

Recommendations

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

Issues: Secondary

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

Recommendations

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

Issues: Higher Education

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

Recommendations

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

Monitoring and Supervision

- Inadequate staff, logistics and technical capacity

Recommendation

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

Annex 4**List of in-country donors and international development partners**

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

Annex 5

Lessons learned from recently endorsed Education Sector Plans (ESPs) and their Appraisals – applicable to the Sierra Leone case

The ESP for the whole sector is required and not a separate detailed proposal on only primary education. Appraisal should focus on the primary education components of the ESP but taking wider sectoral issues into account where overlapping and relevant.

Guidelines which have been produced by the FTI Secretariat for appraising the ESPs are only intended as an aid and they should be adapted where necessary to suit individual country conditions.

Methods for appraising ESPs can include the following: hiring of independent consultants (often paid out of EPDF funds), using in-house donor expertise, meetings/ consultations, video-conferences, large workshops, small working groups, missions to and by World Bank, field visits, interviews/ discussions, written comments received, review of documents.

No plan can ever be perfect. Remaining concerns not resolved during the appraisal can be addressed during the first year of ESP implementation and should form part of the agenda for the planned joint review meetings.

The ESP should be updated following sector reviews – it is not written in stone. Rather it is a flexible strategic guide that will be used as a basis for detailed operational planning within changing circumstances (such as an unexpected reduction in donor funding).

Since it is quite possible that resources (external and/or internal) will fall short of the full amount needed to implement everything in the ESP, the Ministry should develop annual action plans with prioritization of activities.

The ESP is a platform for shared commitment to the objectives of the education sector – promoting constructive dialogue between Government and donors, open and transparent discussions and improved donor coordination and harmonization.

For following up the implementation of the ESP and harmonizing the various donor inputs, a Memorandum of Understanding (MoU) can be agreed between Government and the development partners (under the direction of the lead agency – UNICEF in the case of Sierra Leone).

For strengthened coordination and increased effectiveness, the MoU could promote the following joint activities: policy dialogue through establishment of technical working groups, regular reviews of budget support, annual sector reviews, harmonization of priorities, regular consultations, adoption of a common framework (matrix) of key indicators for monitoring the education programme, joint follow-up evaluations, sharing of information and capacity building of all levels of the education system.

Annex 6

Summary/ consolidation of comments received from in-country donors on ESP Discussion Draft

Positive comments:

- Good progress has clearly been made putting it all together – the bulk of the content is there and the bulk of hard work has been done
- The ESP provides a helpful overview of education in Sierra Leone including information on policies, legislation and stakeholders
- Comprehensive in its presentation of the challenges and recommendations – based on the already completed Country Status Report (an analytical World Bank document identifying key education challenges and strategic priorities for the country)
- The ESP contains key statistics and data essential for planning and developing a national strategy to achieve UPE
- Log frames provide a useful summary of MEST's plans
- Sector-wide integrated approach – setting out issues facing the sector as a whole
- The in-country donors have been encouraging and guiding the development of the ESP through regular meetings with MEST
- GOSL has established clear commitment to the education sector.

Major concerns:

1. Consultative process and ownership

It is not clear from the document what process has led to the development of the ESP. Doubts have been expressed over the sufficiency of the dialogue, consultation, agreement and dissemination during ESP formulation. Have all the districts been reached, for example? The ESP does not state explicitly whether the presented strategy is accepted by all stakeholders particularly at the inter-ministerial level.

2. Prioritization

The ESP should be a user-friendly tool for operations at all levels. The strategic goals and priorities should stand out clearly. Challenges are often presented as long lists without prioritisation. Specific *post-conflict* challenges should be highlighted since they require special attention and additional support from donors compared with the great majority of FTI-assisted countries that have not experienced the devastation of war. Key strategic objectives and targets should be clearly stated up front while implementation plans should sequence activities according to the priorities.

3. Need for more details and quantitative information

More details are needed especially on the basics of education such as school construction (policy, community involvement), teacher provision (recruitment, deployment, training) and provision of textbooks and learning materials (textbook policies, procurement, distribution). Quantitative indicators and targets should be used wherever possible, such as number of children of school going age, number of teachers required and number of schools to be built/ renovated – vital information for planning expansion of the school system. There is a need for a school mapping exercise and improved data collection which should be done in collaboration with Statistics SL.

4. Girls education

A strategy needs to be developed to address the many gender issues and challenges that have been identified in the ESP including gender inequality and gender based violence. Positive discrimination towards girls in the form of extra benefits has been questioned because of the possible jealousy aroused in boys. Strategies should be in place to prevent conflicts that could occur between boys and girls due to this

positive discrimination. It might be preferable, on the other hand, to identify *non-discriminatory* innovative interventions which would encourage girls to stay in school.

5. Other disparities

The ESP states that 25% of children of primary school age are not in school. These children are likely to come from the most disadvantaged groups, from hard-to-reach rural areas and/or from the poorest families. If UPE is to be achieved, the ESP must tackle these problems directly with special strategic responses and more targeted programmes to break down the barriers preventing the remaining percentage of children from going to school. Further analysis is required with development of relevant indicators to protect and monitor the rights of those children who have special needs, come from underserved rural areas and/or live in extreme poverty.

6. Relevance of curriculum and curriculum development

The ESP questions the relevance of the current curriculum but does not address the problem adequately. Post-conflict reconstruction in the country presents an opportunity to remove the inadequacies of previous curriculums and provide inclusive education which teaches the values of peace, democracy, equality and tolerance. What are the plans to review the curriculum? There is no clear strategy on curriculum reform and language of instruction yet this affects textbooks/ teaching materials and has financial implications. The curriculum should also address protection issues by, for example, strengthening teacher training, life skills, HIV/AIDS education and programmes for youth. The development of private/ public partnerships should be mentioned especially for post-primary education and TVET.

7. Management and governance

The ESP has not clarified the distribution of management functions and powers within the sector. It would be helpful to have implementation plans with more details on the key activities of the different actors at the various levels (national, district and school). There should be more explanation of the decentralization process showing how it is integrated into the plan. In particular, the roles of the local councils, school management committees and the community in general should be further clarified. Capacity development is a crucial issue and has not been dealt with adequately. More information should be given on capacity building needs at each level. GOSL's leadership role should stand out more clearly in terms of guidance, advice, technical inputs, monitoring and support. The roles and levels of responsibility of the different ministries in implementing UPE need to be clarified. How will the ministries be coordinated?

8. Financial aspects

The ESP is incomplete and offers no alternative financing scenarios which would show the respective trade-offs. It is not clear how figures were reached in the estimation of financial requirements. How were the logical frameworks used and what assumptions were made in the allocation of resources? How can the apparently conflicting tables on the financing gap (pages 35 & 75) be reconciled? Higher Education takes up too much of the budget given the other priorities. Which costs will be covered by existing or planned donor support? There needs to be more information on public financial management and how it relates to the education sector and MEST. Relevant recommendations from the most recent PETS study should be included in the ESP.

Annex 7

Checklist for ESP Appraisal

(Page numbers refer to the ESP Appraisal Draft)

1. List main documents informing ESP (pages 10, 128-9):
 - ✓ any documents missing that should be on the list?
 - ✓ Gender, HIV/AIDS and child protection issues included adequately?
 - ✓ the materials up to date?
 - ✓ Government ownership sufficient?
 - ✓ need for new research and policy development?
 2. Distill baseline education indicators (pages 19-20):
 - ✓ any data gaps?
 - ✓ data gender disaggregated?
 - ✓ disaggregated into other relevant population groups?
 - ✓ any data inaccuracies or inconsistencies?
 - ✓ disadvantaged groups included adequately?
 3. Evaluate long-term strategic direction (pages 34-37):
 - ✓ long term costs credible and sustainable?
 - ✓ targets sufficient to ensure UPE and increased quality of learning?
 - ✓ chosen trade-offs acceptable?
 - ✓ policies sufficient to address gender, HIV/AIDS and child protection issues?
 - ✓ targets and costs for post-primary education reasonable in relation to primary education?
 4. Assess short-term action plan (page 34-37):
 - ✓ estimated resources required over next 3 years reasonable and efficiently deployed?
 - ✓ short term plan matches up with the long term plan?
 - ✓ does Government have good recent experience in implementing donor-financed projects?
 - ✓ is Plan ready for implementation in terms of financial management?
 - ✓ sufficient Government capacity for implementing plan?
 5. Assess consultation process (pages 126-7):
 - ✓ consultations with various branches of Government, Civil Society and international community sufficient?
 - ✓ have stakeholders been adequately consulted – principals, teachers, administrators, students, community?
 - ✓ endorsement of financing plan by the Ministry of Finance?
 - ✓ will consultations continue during implementation?
 - ✓ monitoring and evaluation framework in place?
 6. Summarize appraisal results
- Score from 1 (very poor) to 5 (very good)*
- Knowledge base underpinning the sector plan = ?
 - Content of sector plan in terms of strategic long-term direction = ?
 - Content of the short term action plan = ?
 - Consultation with stakeholders = ?
 - Coverage of gender, HIV/AIDS and child protection issues = ?

Annex 8
Base Year Statistics

Level and Parameters	Base Year - 2003/04
Preschool	
Gross Enrolment Ratio (GER)	4%
% of pupils GOSL assisted schools	8%
Number of pupils enrolled in GOSL assisted	1,500
Number of pupils enrolled in other institutions	17,568
Subsidy for others as % of GOSL unit cost	0%
Total recurrent spending on preschool (in millions of Leones)	100
Primary	
Grade 1 Gross Intake Rate (GIR)	159%
Grade 1 Gross Intake Rate (GIR) - Boys	166%
Grade 1 Gross Intake Rate (GIR) - Girls	152%
Grade 6 (Proxy Completion rate)	55%
Grade 6 (Proxy Completion rate) - Boys	64%
Grade 6 (Proxy Completion rate) - Girls	45%
Share of repeaters	12%
Gross Enrolment Ratio (GER)	121%
Gross Enrolment Ratio (GER) - Boys	131%
Gross Enrolment Ratio (GER) - Girls	113%
Total enrolment	1,134,815
Total enrolment - Boys	618,747
Total enrolment - Girls	516,068
% of pupils in private schools	5%
Enrolment in private institutions	56,741
Pupil teacher ratio (public)	61
Total number of teachers	17,668
Teacher remuneration as multiple of GDP per capita	4.2
Spending on inputs other than teachers as % of total recurrent spending	31%
Total recurrent spending (millions of Leones)	57,280
Junior Secondary	
Transition rate (Primary --> JSS)	63%
Total enrolment	133,401
Gross Enrolment Ratio (GER)	35%
Gross Enrolment Ratio (GER) - Boys	42%
Gross Enrolment Ratio (GER) - Girls	28%
JSS 1 (Grade 7) Access Rate	35%
JSS 1 (Grade 7) Access Rate - Boys	40%
JSS 1 (Grade 7) Access Rate - Girls	29%
JSS 3 (Grade 9) (Proxy Completion rate)	26%
JSS 3 (Grade 9) (Proxy Completion rate) - Boys	33%
JSS 3 (Grade 9) (Proxy Completion rate) - Girls	18%
% of pupils in private schools	5%
Enrolment in private institutions	6,670
Pupil per class (Public)	48.5
Teachers' average teaching workload (hours per week)	13.9
Pupil teacher ratio (public)	28.9
Total number of teachers	4,389
Teacher remuneration as multiple of GDP per capita	5.9
Spending on inputs other than teachers as % of total recurrent spending	30%
Total recurrent spending (millions of Leones)	19,781
Senior Secondary	

Level and Parameters	Base Year - 2003/04
Transition rate (JSS --> SSS)	39%
Total enrolment	38,324
Gross Enrolment Ratio (GER)	12%
Gross Enrolment Ratio (GER) - Boys	17%
Gross Enrolment Ratio (GER) - Girls	6%
SSS 1 (Grade 10) Access Rate	10%
SSS 1 (Grade 10) Access Rate - Boys	14%
SSS 1 (Grade 10) Access Rate - Girls	6%
SSS 3 (Grade 12) (Proxy Completion rate)	11%
SSS 3 (Grade 12) (Proxy Completion rate) - Boys	17%
SSS 3 (Grade 12) (Proxy Completion rate) - Girls	4%
% of pupils in private schools	1%
Enrolment in private institutions	400
Pupil per class (Public)	42.3
Teachers' average teaching workload (hours per week)	14.9
Pupil teacher ratio (public)	27.1
Total number of teachers (Theoretically)	1,402
Teacher remuneration as multiple of GDP per capita	5.9
Spending on inputs other than teachers as % of total recurrent spending	28%
Total recurrent spending (millions of Leones)	6,157
Teacher training	
Total spending (millions) (Primary + JSS)	805

Annex 9

Main documents informing the ESP

1. Bennell, P., Harding, J., & Rogers-Wright, S. (2004). PRSP Education Sector Review. Prepared for: PRSP Education Sub-Sector Working Group.
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25. Ministry of Education, Science and Technology. (2005a, 2005b). Assumption of Basic Education Functions by the Local Councils-Roll-out Plan: Some Challenges and Suggestions.
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32. UNESCO (1990). Meeting Basic Learning Needs: World Declaration on Education for All http://www.unesco.org/education/efa/ed_for_all/background/jomtien_declaration.shtml.
33. UNESCO (2004, October 25). Learning for work, Citizenship and sustainability, Orientation Topic Speeches\Plenary Session, UNESCO International Experts Meeting, Bonn.
34. UNESCO (2004, October 25-28). United Nations Decade of Education for Sustainable Development: Suggestions to UNESCO for Action Planning in TVET for Sustainable Development, UNESCO International Experts Meeting, Bonn.
35. UNICEF & Statistics Sierra Leone (2006). Monitoring the Situation of Children and Women: Sierra Leone 2005 Multi-Indicator Cluster Survey Final Report.
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Annex 10
Abbreviations and Acronyms

AIDS	Acquired Immune Deficiency Syndrome
CRS	Catholic Relief Services
CSR	Country Status Report
CTA	Community Teachers Association
DFID	Department for International Development
EC	European Commission
EMIS	Education Management Information System
EPDF	Education Programme Development Fund
ESP	Education Sector Plan
FTI	Fast Track Initiative
GOSL	Government of Sierra Leone
HIV	Human Immunodeficiency Virus
JICA	Japan International Co-operation Agency
JSS	Junior Secondary School
MDG	Millennium Development Goal
MEST	Ministry of Education, Science and Technology
MICS	Multiple Indicator Cluster Survey
MOHS	Ministry of Health and Sanitation
MoU	Memorandum of Understanding
NGO	Non-Governmental Organization
PETS	Public Expenditure Tracking Survey
PRSP	Poverty Reduction Strategy Paper
SMC	School Management Committee
SSS	Senior Secondary School
SWOT	Strengths, Weaknesses, Opportunities and Threats
TVET	Technical and Vocational Education and Training
UBE	Universal Basic Education
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPC	Universal Primary Completion
UPE	Universal Primary Education
WAEC	West African Examinations Council
WFP	World Food Programme