GOVERNMENT OF SIERRA LEONE
Ministry of Education Science and Technology

The 2015 Annual Education Sector Review
By
Ministry of Education, Science and Technology (MEST)
And
Education Development Partners (EDPs)

Bintumani Hotel, Freetown
8th & 9th December 2015

Report of Proceedings & Recommendations

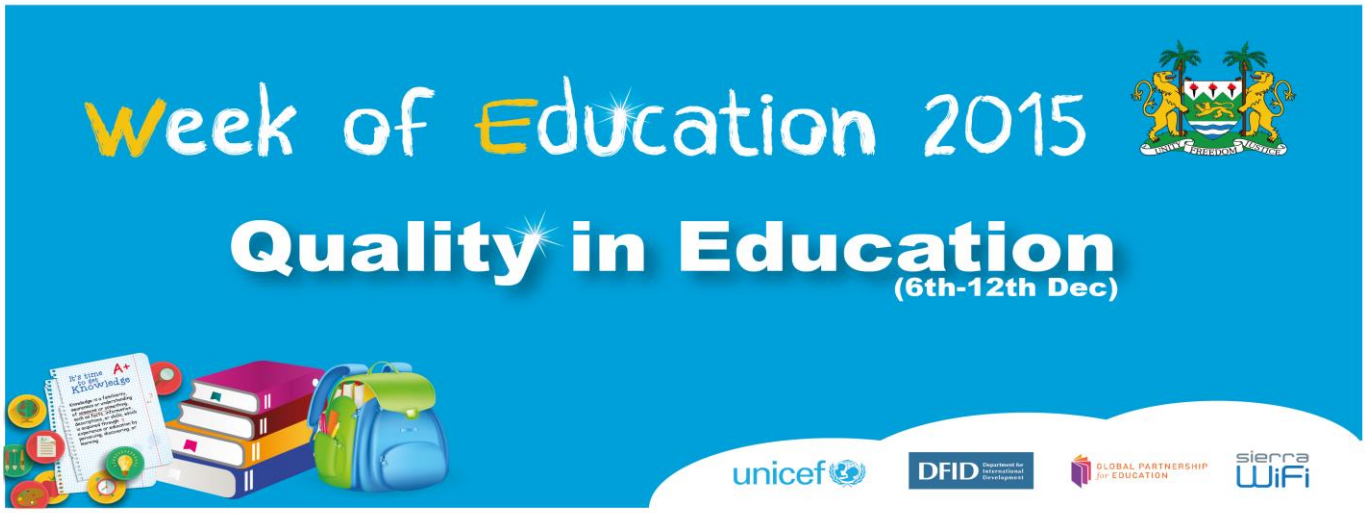


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Part A: – Summary Outcomes & Recommendations of the AESR

A.1.: Introduction

The Annual Education Sector Review (AESR) by Ministry of Education, Science and Technology (MEST) and Education Development Partners (EDPs), took place on 8th and 9th December 2015. It involved a comprehensive agenda (Annex 1) and wide range of participants (Annex 2). As the first major review since the Ebola crisis the focus was on progress and challenges in education before, during and after Ebola. The Education Sector Plan (ESP 2014-2018), the recovery and transition plan, and a draft sector assessment report served as reference documents. Through technical presentations, plenary discussions and working group sessions the review generated recommendations for revitalizing the ESP and for moving the education sector from recovery and transition to development and transformation. These recommendations are incorporated in an Aide-Memoire and Action Plan for MEST and EDPs to use in planning the way forward.

A.2.: Summary of Main Recommendations

Summary of Final Recommendations from the 2015 AESR

THEMATIC AREA	FINAL RECOMMENDATIONS BY EDUCATION LEVEL
Access, Equity and Completion	***Basic Education:*** **Do School Mapping as basis for major investments in school construction. Set minimum standards to guide construction/renovation and to upgrade community schools for approval. Expand ECD and mobilize local communities for all children to start school at the right age.**
	Post-Basic Education: **Establish more TVETs & Talent Academies to expand options after BECE. Enforce measures to keep girls in school after BECE.**
	Tertiary Education: **Rationalize HEIs by specialist fields (reduce duplication). Use grant aid quotas for key fields and to support more girls in HEIs.**
Quality and Integrity	***Basic Education:*** **Set quality standards and monitor compliance as a basis for incentives/penalties to schools. Support teachers' continuous professional development, including through school-based initiatives. Ensure allocation of capable teachers to schools is fair and equitable. Revise and enforce code of conduct for teachers with clear penalties for breaches of the code.**
	Post-Basic Education: **Facilitate swift recruitment of qualified teachers, and provide fair remuneration/conditions to retain them. Do annual appraisal of teachers, linked to rewards & counselling as well as penalties. Recruit subject specialists to monitor and support quality teaching.**
	Tertiary Education: **Develop quality assurance policies & standards for HEIs. Use external institutions for innovation and validation of standards. Link tertiary funding to maintained standards and continued accreditation.**
Systems Strengthening	***Basic Education:*** **Establish a system of continuous professional development for teachers. Practice rapid recruitment to fill MEST vacancies as part of the capacity building strategy. Promote legitimate use of approved pamphlets by teachers, as part of official learning materials. Strengthen local community role (e.g. Mothers' Club) in supporting girls' education and enrolling OOSCs.**
	Post-Basic Education: **Support frequent school supervision visits by capable MEST-QAD staff. Promote prompt recruitment and regular assessment of all teachers. Provide reliable subsidies for materials/supplies in TVETs.**

	Tertiary Education: **Strengthen system for capacity development and quality assurance, as well as arrangements for accreditation of tertiary institutions.**
Learning Achievement	***Basic Education:*** **Provide science labs & specialist facilities in JSS institutions. Strengthen communities to monitoring school activities & learning outcomes.**
	Post-Basic Education: **Provide laboratories, workshops & specialist rooms in SSS and other post-basic institutions. Establish scheme for monitoring quality and ensuring adequate supply of materials and other resources.**
	Tertiary Education: **Conduct tracer studies to gauge relevance & effectiveness of tertiary education courses to career performance of graduates.**

General: "mainstream key issues affecting children with disabilities into policies, processes and practices in education reform".

Part B: – Outline of the AESR Proceedings

This section of the report summarizes the proceedings and highlights essential points from each session. It outlines the way the review was structured to accommodate technical presentations, interactive plenary discussions, and more intensive group working sessions. These operational modes facilitated strong participation and helped to build consensus for the outcomes. The design and modus operandi for the sector review can be summarized as follows:

i) Use ***Technical Presentations*** to inform participants about key issues, familiarize them with the most recent findings and data on these issues; and generally provide adequate evidence as a platform for informed discussions and substantive contributions.

ii) Cover ***key findings of the 2015 Education Sector Assessment Report ESAR***), which deals mainly with progress and setbacks on ***the Education Sector Plan (ESP 2014 – 2018)***; as well as ***priorities for the Ebola Recovery and Transition phase***, and the implications for moving forward with education sector reform in a post-Ebola period.

iii) Provide for ***interactive Q & A sessions*** that enable the participants to seek clarifications, query specific points and generally ***interrogate the technical presentations*** through back and forth discussions with the presenters.

iv) Design ***intensive working group sessions*** for detailed discussions structured along the lines of the four key themes derived from the Education Sector Plan, as well as along the lines of three broad levels of the education sector (Basic; Post-Basic and Tertiary).

v) Guide Working Group sessions to start with a ***Divergent Approach that is inclusive*** of a wide range of recommendations on the four themes and three levels of education. To be followed by a ***Convergent Approach to tighten and reconcile*** recommendations into a comprehensive and focused set for the four themes and three levels of education.

vi) Ensure this ***divergent-convergent approach*** allows for initial inclusion of different views by participants on recommendations; then shift to consolidate and provide a viable set of recommendations that can be further fine- tuned for action.

Tuesday 8th December 2015

B.1.: Introduction

The first day dealt with opening formalities, key statements, and initial presentations on technical issues based on the draft education sector assessment report[1]. These elements set the tone for the rest of the sector review. By the end of this first day the meeting moved to the first Working Group session, which was tasked with making an initial set of recommendations (divergent) for revitalizing the education sector plan.

B.2.: Opening Session and Key Statements

The opening session was chaired by the Acting Vice-Chancellor and Principal of the University of Sierra Leone (Prof. Ekundayo J.D. Thompson). He was introduced by Mr. Reginald King, the MEST coordinator for the 2015 Annual Education Sector Review. Following remarks by the Chair, the UNICEF Representative, Mr. Geoff Wiffin, made a statement on behalf of Education Development Partners (EDPs). The Education Sector Review was then formally opened by the Chief Education Officer (Dr. Alhaji Kamara) on behalf of the Hon. Minister (Dr. Minkailu Bah) who was absent on urgent official travel.

In his remarks, the Chairman said that Government commitment to quality basic education for all children was not in doubt, but there were major challenges for the sector. It was timely then to hold this annual review, guided by the draft education sector assessment report; and with the determination to reinvigorate the Education Sector Plan (ESP 2014-2018). He outlined the following thoughts on the education sector for participants to ponder in their deliberations:

a. Higher Education Institutions need to be better aligned to changing job market demands;
b. More innovative institutions need to be established as viable destinations to serve the interests and talents of those who complete Junior Secondary School. E.g. Talent Academies for ICT, Engineering, Food Security, Creative Arts, Electronics, etc.;
c. The over-dependence of public Higher Education Institutions (HEIs) on Government funding should be greatly reduced. HEIs should work towards financial autonomy and sustainability.
d. Early Childhood Education investment is an important foundation for quality education.

Mr. Geoff Wiffin, UNICEF Representative, highlighted the following key points in his statement on behalf of all Education Development Partners (EDPs):

[1] A comprehensive Executive Summary of the Draft Education Sector Assessment Report was distributed to all the participants for their use and reference during the Education Sector Review.

a. MEST must be congratulated for its achievements over the years, especially during the traumatic period of the Ebola crisis when students had to stay at home for a long period;
b. These achievements underscored the strong partnerships between MEST and the Education Development Partners such as DfID, World Bank, JICA, UNICEF, and African Development Bank. MEST and partners were able to surmount major challenges through dialogue;
c. Despite these encouraging achievements, the education sector still faces challenges such as:
   i. high drop-out rates;
   ii. Difficulty in completing nine years of basic education, due to lack of access to JSS places;
   iii. Community schools in some districts are still greatly dependent on INGOs for funding;
   iv. There is a need for more speedy registration of teachers and approval for the payroll;
   v. There is a need to focus on learning achievement in the early years, to address the poor performance of children in Reading and Mathematics;
d. EDPs remain strongly committed to continue their support for quality education, with the hope that through hard work and partnership national education goals can be achieved.

In opening the AESR the Chief Education Officer Dr Alhaji Kamara apologised for the absence of the Minister, and stressed the importance of the review. He stated that although the current Education Sector Plan (ESP 2014 – 2018) was designed to reflect Government's commitment to quality education for the children of Sierra Leone, it was abruptly interrupted by the Ebola crisis. He asserted that in the face of this interruption, MEST worked with partners to develop an Emergency Response Plan which ensured continuity of the teaching and learning process. He thanked EDPs for their cooperation and constructive support, highlighting the role of partners in providing essential facilities and creating an enabling environment for progress.

B.3.: Key Launch Events

The official opening was followed by two launch events. First, the ***Situation Room Report*** was launched by the MEST Director of Policy and Planning, Mrs. Adama Momoh. Second, the newly published ***National Curriculum Framework and Guidelines for Basic Education*** was launched by the Director of the Inspectorate[2] Mr. Mohamed S. Sesay.

In her presentation Mrs. Adama Momoh explained that the Situation Room was established to gain real time access to information from/through local community partners, local authorities and officials of other ministries. Such information can be used to make key decisions and to address critical issues in a timely fashion. Mrs. Momoh revealed that the Situation Room came into being to address the monitoring requirements of the education response to Ebola. She provided the following examples of the type of real time data (on specific days) that is currently being provided to MEST and partners through the Situation Room:

[2] At an Education Symposium held on 7th December to mark the start of the Week of Education, H.E. The President Dr Ernest Bai Koroma announced that the MEST Inspectorate Directorate is being re-branded as the Directorate for Quality Assurance in Education.

- Attendance (on specific day) of teachers and pupils in schools.
- Availability and use of veronica buckets, soap and thermometers in schools.
- Schools with teachers trained in the "safe schools" protocols and standards.
- Schools that are not practising hand washing.
- Schools not utilising cleaning materials supplied to help prevent infections.
- Schools that did not receive the school fees subsidy from government.

Mrs. Momoh explained that in support of the Situation Room process, mobile phones had been provided to Paramount Chiefs and local partners, to enhance the flow of communication and access to information. She also revealed that going forward the Situation Room would serve as a powerful mechanisms to access real time information to support and improve formative monitoring of access, attendance, school-based learning, etc. These types of data would be very useful for MEST and partners to identify and address emerging problems, as part of short-term planning and trouble-shooting in the education system. MEST will also have an on-going sense of progress, set-backs and bottlenecks, to support the long-term education planning process.

In launching the National Curriculum Framework and Guidelines for Basic Education, Mr. Sesay invited Dr. Cream Wright to give a brief background on the document. Dr. Wright explained that the document was prepared over a two-year consultative process involving stakeholders across the country. He said that the document highlights underpinning ideology and national priorities for basic education, and outlines prescribed subjects, time allocations, etc. He pointed out that the document focuses on equity, inclusion, quality, peace building, sustainability, integrity, etc.; to ensure "***a chance for every child to learn***" in an enabling environment.

In his launching remarks Mr. Sesay stressed that this is an important MEST reference document intended to guide all work on basic education in Sierra Leone. He explained that the document embraced the true spirit in which the Government was pursuing its commitment to quality basic education for all children. He then launched the ***National Curriculum Framework and Guidelines for Basic Education***, after which copies were distributed to all participants.

After these launch activities participants were invited to ask questions and make comments on key issues. Mrs. Momoh and Mr. Sesay provided answers and clarifications in response to some questions raised by participants. The following key points were presented by participants, to be highlighted and considered during the proceedings of this review:

- The two documents launched indicate that success was being achieved by MEST in key areas of education; and partnership was an important aspect of these achievements.
- The involvement of Paramount Chiefs and other local authorities in the collection and dissemination of information is very important. Their active participation in educational matters should be ensured as part of a genuine decentralisation process.
- Arabic was not included for primary schools in the Curriculum Framework document.
- Disability issues are not adequately featured in the Curriculum Framework document.

At the end of this session there was a break for refreshments and to allow time for interviews and other media activities by the invited press corps covering the Education Sector Review.

B.4.: Session on the Draft Education Sector Assessment Report

This session was chaired by the Executive Secretary of the MEST Basic Education Secretariat, Mr. Horatio Nelson-Williams. Three presentations were made, based on the ***Draft Education Sector Assessment Report***. First a summary of issues and findings from the draft report was presented by the AESR consultant. Second, the MEST Director of Policy and Planning, Mrs. Adama Momoh, gave a presentation on progress and set-backs with the themes of the Education Sector Plan (ESP 2014-2018). Third, the MEST Director of Quality Assurance Mr. M.S. Sesay presented on the Education Response to the Ebola Crisis (Disruptions and Opportunities).

The first presentation revealed that the sector assessment focused on the Education Sector Plan (ESP 2014 – 2018), using a framework of changes in the national, international, and local contexts. It also uses a 3-phased approach that reflects developments before, during, and after the Ebola crisis. The presentation used five broad themes including the three themes of ESP 2014-2018. The following are the main points made under each of the five themes.

Influential Milestones and Contextual Factors: Include a declining economy and imposition of structural adjustment; political tensions and governance instability; an 11-year civil war period during which education almost collapsed; an economic recovery phase epitomized by poverty reduction strategy papers such as PRSP III or ***Agenda for Prosperity***; and the Ebola crisis. These factors influenced education in two related ways. First they engendered a survival climate that made education more resilient. However resilience had mixed effects. The main tendency was to try to regain the past education system, with all its flaws. This makes it difficult to embrace change. But secondly, these factors can also lead to transformation as has been demonstrated in the case of the Ebola crisis, which triggered a robust education response.

Equity in Access and Completion: The main issues and findings reported for this theme include:

- An increasing number of children are able to start and complete primary education. Gross Enrolment Rate for primary has increased steadily from 128% in 2010 to 135% in 2013.
- Gender parity has been achieved in primary education with the ratio of girls to boys at 1.01, but girls are disadvantaged in access and participation for JSS (0.94) and SSS (0.77) levels.
- The percentage of school-age children out of school has declined from pp% in 2010 to 22% in 2013. This rate of decline is not fast enough to reach the ESP target of pp% by 2018.
- There are not enough JSS institutions to admit all primary school leavers, so many of those who complete primary are unable to progress with nine years of basic education.
- Primary to JSS transition rate has been stagnant at 75%, so every year a quarter of the children who finish primary school cannot access JSS due to a stagnant NPSE pass rates.

- Many schools (especially community schools) are classified as "unrecognised" schools, and so do not receive teachers' salaries or school fees subsidy. This compromises equity since the unrecognised schools cater mainly for students in disadvantaged communities.
- There is a lack of diversity in post-basic education, with general SSS being by far the most dominant destination for those who complete JSS. This fails to cater for the interests and talents of the majority of students who wish to continue with their education after JSS.

Quality without Integrity: The main issues and findings reported for this theme include:

- The learning environment in most schools needs to be improved with provision of water and toilets, as well as teaching and learning materials, etc. The education response to Ebola provided a major boost to the normal rate of progress in this area.
- There has been good progress with curriculum issues. A National Curriculum Framework is now in place, work on detailed teaching syllabus is in progress and a so-called Accelerated Curriculum was developed to cater for the post-Ebola re-opening of schools.
- There have been an impressive number of in-service teacher training workshops, especially in connection with the response to Ebola. However teacher training models need to shift towards more sustainable school-based models to improve pedagogy and learning.
- There is widespread concern about malpractices in education, but such Integrity issues are not addressed as part of ESP 2014-2018. Integrity should be an integral part of quality.
- There has been major expansion in public and private Higher Education Institutions (HEIs), but the subsector is fragile with public HEIs depending exclusively on government funding, and most private HEIs still unproven as regards quality standards.

Systems, Tools and Structures: The main issues and findings reported for this theme include:

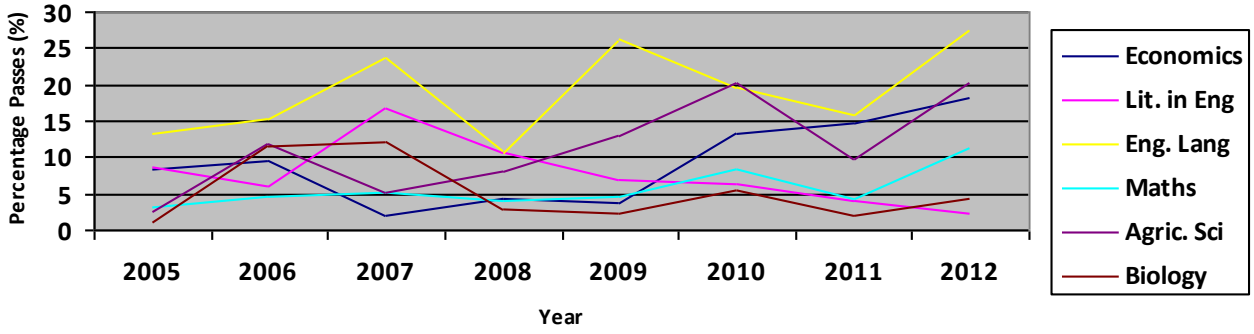
- Discontinuities between the primary and JSS levels suggest that achieving quality basic education for all children may require a consolidation of institutions to create more holistic basic education institutions; rather than continue with the split between primary and JSS.
- Good progress is being made with collection, analyses and use of data, through the EMIS, RapidPro and EduTrack. Some of this progress is due to the education response to Ebola.
- Problems with teachers and complaints from teachers have been festering in the system for a long time. It is hoped that the newly-established TSC will address and resolve such issues
- Good progress is being made with capacity for planning, budgeting and other management issues. In practice this is being achieved through capacity cultivation (learning by doing), rather than through formal education and training or organized mentoring.
- Decentralization remains a work in progress due to low capacity and inadequate resources at the district level. Also, much decision-making is still anchored at the central level.

Schooling is not Education: The main issues and findings reported for this theme include:

- There is not adequate focus on learning as the most important outcome of education. This makes it difficult to judge the returns on investments in education.
- There is a strong focus on schooling profiles (access, completion, inputs of resources, etc.); rather than on learner profiles that reflect the learning achieved at different grade levels.

- Public examinations (BECE and WASSCE) need to be modernised and diversified to embrace varied talents, facilitate successful learning for different categories of students, and cater for the human resource needs of the economy, as well as peace building requirements.
- There is a learning crisis in the education system. Those who pass the NPSE and BECE go on to take the WASSCE at the end of senior secondary. But using the WASSCE as a proxy for learning achieved by these "successful students" at the end of Senior Secondary School Level, the trend is worrying. WASSCE passes in all subjects since 2010 are below 30%.

WASSCE Passes (%)- Western Area



In her presentation on progress and set-backs with themes of the ESP 2014-2018, Mrs. Adama Momoh outlined the three themes of the ESP and suggested that there was need for a fourth theme with a focus on learning. She projected that by 2018 there should be 82% passes in the NPSE examination. At the moment it is rated 72%. She also highlighted the following points:

- Most schools in the districts (especially community schools) do not have quality teachers.
- The Early Child Education Policy and the Curriculum Framework are now in place and should help to improve the quality of education and result in improved learning achievement.
- The issue of learning assessment needs to be revisited, and lifelong learning should be emphasised throughout the education system. Presently there is a perception amongst most students that learning ends with taking WASSCE or even with sitting for BECE.
- Innovative ideas are needed to improve all aspects of the education system. This needs an overall policy framework to guide planning, implementation and evaluation in education.
- Regular and routine assessment in schools needs to be strengthened to counter the current exclusive focus on public exams (NPSE/BECE/WASSCE), which encourages rote learning.

In presenting on education response to Ebola Mr. M.S. Sesay pointed out the initial impact of the Ebola virus disease (EVD) included deaths of students and teachers, fear of transmission, travel restrictions, and prolonged closure of schools among others. He also pointed out that the Ebola crisis exposed weaknesses in the education system such as: lack of safety features; absence of good hygiene practices; overcrowding in schools; and the disconnection between

what is learned in school and how young people live their daily lives. He explained that in the midst of this crisis, certain issues were prioritized as part of the education response to Ebola.

The first priority was safety, to avoid the risk of infection and spread of the virus in schools. This led to the closure of all schools, in line with the national emergency declared by government, and caused an abrupt pause in learning for 1.8 million students. During school closure MEST and EDPs concentrated on planning for the safe re-opening of schools and developing strategies to continue with learning; which was in fact the second priority in the response to Ebola. This led to the re-introduction of broadcast radio lessons, which used to exist as School Broadcast before the civil war. Steps were taken to monitor the quality of lessons and participation of pupils through the RapidPro tool. The third priority was safe re-opening of schools, once Ebola was contained. To prepare for this, teachers were trained on protocols for safe schools and plans were put in place for the procurement and distribution of relevant supplies/materials.

Reporting on the partnership that produced a robust education response to Ebola,. Mr. Sesay highlighted the setting up of eight Working Committees through which responsibilities were shared and executed by MEST and EDPs. He stressed the strong leadership and cooperation by MEST and EDPs to achieve the following outcomes of the Education Response to Ebola:

- All facilities were sanitized and refurbished in preparation for safe reopening of schools.
- Hygiene kits were distributed to schools to create/maintain safe learning environments.
- Safe school protocols were developed to set standards for safe reopening of schools.
- Teachers were trained in infection prevention and control, and in psycho-social support.
- Strategies for monitoring progress in schools and across the system were developed.
- An “Accelerated Curriculum” was drafted and teachers were trained to implement it.

Mr. Sesay further presented statistics on progress achieved with plans and initiatives during a nine-month period; including: provision of water through bore holes; training of 9.000 teachers in the accelerated core content curriculum; training 27,500 teachers in safe schools practices; planning for a school feeding programme; support for 4,937 pregnant school girls to continue their education; reducing overcrowding through classroom construction; paying school fees for 1.1 million children; and engaging Paramount Chiefs in mobilizing communities for education.

Reporting on the post-Ebola Recovery and Transition Plan (10-24 months), Mr. Sesay explained that MEST has succeeded in getting children back to school. About 70% of classrooms now have the ratio of capable teachers to pupils at 1:49. He emphasised that this Plan aims to enhance learning for all children in a safe and nurturing environment.

Following these three technical presentations the floor was open for questions, comments and general interaction moderated by the Chair. Key issues raised can be summarized as follows:

- The presentations should have shown more statistical data, so the sector assessment could be understood in a more quantitative sense. *In response it was explained that the first set of data (post Ebola) from the annual school census (ASC) was still being processed. Later in the meeting some preliminary data sets were presented with the promise that there would be more complete data in the final version of the Education Sector Assessment report.*
- The issue of salary payments for unapproved teachers in the system, as well as the late payment of salaries for teachers in general should be given careful attention. These issues must be addressed to mitigate problems of integrity in the schools. *But also the Code of Conduct for teachers needs to be revised or better enforced with incentives and penalties.*
- Local partners are not being involved in managing education. One suggestion is to use the decentralized system more effectively, especially for payment of fee subsidies to schools. *There are issues of delays and accountability with too many layers. Better to pay directly into school accounts, and inform all local stake holders as well.*
- Students are not receiving the quality of education they deserve, because they are being taught by unqualified and untrained teachers, especially in community schools. *Plans for continuous professional development through more sustainable and school-based training of teachers are already in the trial phase (MEST Inspectorate and UNICEF).*
- Disability issues were not adequately covered in the three technical presentations.
- The school inspection system (now Quality Assurance) is weak and needs to change from a punitive "policing" role to a more supportive/responsive approach for quality assurance.
- The Quality Assurance team (formerly Inspectorate) is under-staffed and needs investments in recruitment and capacity building for quality in the education system.
- Criteria for MEST approval of schools are not transparent. Approval takes too long and too many schools remain unapproved, whilst the process itself appears to be random.
- Minimum standards for approval of schools should be set, but they must not be prohibitive
- There is a need to change school culture from just passing or failing public examinations, to a culture of ensuring that students ***actually learn*** as they move from one grade to the next.
- Local partners do not have clear mechanisms to articulate education needs at village level.
- Primary schools should be merged with JSS and consolidated as basic education institutions.
- More diversified post-basic institutions are needed to cater for varied interests and talents.
- Quality assurance requires compliance with processes and regulations by all parties.
- The education sector plan (ESP) should be shared, discussed, and owned by all.

B.5.: First Group Work Session

After the lunch break, participants split into three groups corresponding to three broad levels of education. These groups were requested to discuss and make recommendations on key issues relating to the three themes in the Education Sector Plan (ESP), plus a fourth theme of learning achievement. The first Working Group Session was therefore structured as indicated below:

Structure, Focus and Themes of First Working Group Session

GROUP NUMBER; FOCUS AND CHAIR	THEMATIC ISSUES TO BE DISCUSSED
Group No: 1. – Chair – Mrs Nancy Smart (Sight Savers) **Focus: Basic Education (ECD/Primary/JSS/NFE and Inclusive Education)**	**Access, Equity and Completion.** **Quality and Integrity.** **Systems Strengthening.** **Learning Achievement**
Group No: 2. – Chair – Mrs Salimatu Koroma (MEST) **Focus: Post-Basic Education (SSS; TVET; NFE; and Inclusive Education).**	**Access, Equity and Completion.** **Quality and Integrity.** **Systems Strengthening.** **Learning Achievement**
Group No: 3. – Chair – Dr Dalton Faulkner (U.S.L.) **Focus: Tertiary Education (Universities; Polytechnics; Colleges; and Teacher Education).**	**Access, Equity and Completion.** **Quality and Integrity.** **Systems Strengthening.** **Learning Achievement**

The ESR consultant briefed each working group on key issues to be discussed and the need to ensure that all themes are adequately discussed as a basis for making initial recommendations. It was explained that recommendations must be feasible/realistic, with a view to reinvigorating the existing Education Sector Plan. The group work provides opportunities for more detailed discussions of key issues presented and elaborated during the plenary sessions. The expectation is that the groups will come up with recommendations for MEST and partners to consider in making any changes to the existing Education Sector Plan. It was explained that these initial recommendations would be considered further and tightened at the next day's working group session. Each group had a chairperson to manage the discussion and an official rapporteur was also provided to each group from the ESR consulting team. The ESR consultant also shuttled between the three groups to observe their discussions as well as to provide information and answer questions on the outcomes expected from groups at this stage.

At the end of the first working group session, the ESR consulting team reviewed and pulled together the recommendations from each group. These were then organised and structured overnight in preparation for further discussions and consolidation by participants during the second Working Group session scheduled for the next day. An abridged version of the initial set of recommendations is provided below, structured across the three broad levels of education into which the three groups were divided. The recommendations are summarised for each of the four themes that every group was asked to discuss as a basis for making recommendations. As expected these initial recommendations are rather divergent and in need of further review. The groups were asked to base their work on the plenary presentations of the day and the shared summary of the education sector assessment report; as well as on their own special perspectives and experiences of issues affecting the education system. It was stressed that the goal should be realistic recommendations that MEST and partners can use to revitalise and take forward the current Education Sector Plan (ESP 2014 – 2018).

Summary of Initial Recommendations from First Working Group Session

THEMES	BASIC EDUCATION	POST-BASIC EDUCATION	TERTIARY EDUCATION
Access, Equity & Completion	Unapproved community schools should be upgraded & approved. Ensure ECDE in all districts; and budget to implement IEP plan. Boost teacher training; distribute capable teachers equitably. Engage local leaders to ensure all children start school at right age. Do school mapping to guide new construction & renovation plans. Adopt measures to reduce Teen Pregnancy (punish boys/men). Set standards & guidelines for school construction & renovation Consolidate work of partners to ensure a school within 3 miles. Expand access and maintain the school construction standards. Mainstream disability in sector data/plans; and budget for this.	Establish more Tech/Voc Institutions in districts, to cater for post-BECE learners Provide trained teachers and adequate equipment for Tech/Voc institutions. Use advocacy to change the prevailing view of Tech/Voc education as inferior to SSS. Set and enforce bye-laws to address high drop-out rate of girls at post-basic level. Develop projects to keep students occupied in period after BECE exam and before start of new school year.	Increase scholarships for all qualified candidates who do not have financial means Provide remedial classes for qualified candidates lacking maths/science credit. Subsidise priority courses in key areas and make them free for students (Maths; Science & Technology; etc.). Set up Education Trust Fund with inputs from industries and other organisations. Expand courses and recruit qualified staff to cater for new priority areas of study.
Quality and Integrity	Roll-out child-centred training for all teachers at Chiefdom level. Approve trained teachers more promptly; with their certificates delivered quickly by the colleges. Ensure all schools have M&E officers as well as Guidance & Counselling teachers assigned to them; and working proactively. Pay school subsidies promptly & regularly to schools for operating costs (avoid levies on pupils). Set up joint monitoring of school activities and learning outcomes in districts, by key stakeholders. Support school mapping exercise to improve efficiency and quality. Conduct regular training exercise on Code of Conduct for teachers & local leaders (higher integrity). End double-shift system or give more time to the afternoon shift if this system continues. Use Community Learning Centres to help illiterate parents become more involved in the education of their children.	Include "Integrity Modules" in all teacher education and training courses. Recruit/train more subject inspectors to monitor and support quality in teaching. Provide more incentives to motivate teachers who are dedicated to the profession Establish reward system for teachers with integrity and good performance record. Introduce annual appraisal of teachers and schools as part of quality assessment. Reduce current delays and recruit all qualified teachers swiftly into the system. Provide more realistic level of remuneration to reflect professional role of teacher Improve the links between MEST and Local Councils on education management. Address lack of motivation of teachers due to delayed salaries & slow promotion.	Develop quality assurance policies for all tertiary level institutions. Link public funding of all tertiary institutions partly with criteria of programme relevance for the nation. Rationalise tertiary sector with specialised institutions that focus on specific areas. Revitalise use of Education Attaches in our embassies to link national institutions with foreign universities. Train and retain local staff to strengthen the capacity of tertiary institutions. Do continuous professional staff development as a part of the accreditation process of tertiary institutions. Develop and implement a zero tolerance policy on all examination malpractices. Fit CCTV cameras in all halls used for public exams. Maintain quality standards
Systems	Recruit qualified staff urgently to	Improve system for prompt	

Strengthening	**fill existing MEST staff vacancies.** **Strengthen Mothers' Club and other local groups that support girl-child education & enrolment of out-of-school children.** **Set up system for regular supply of appropriate learning materials to all pre-primary and primary institutions.** **Establish a system for continuous professional development of all teachers in the system.** **Develop a policy for the use of pamphlets and learning materials produced by teachers, vetted by experts, and approved by Local Council and/or MEST.** **Use valid evidence (data) as basis for expanding/improving system.** **The TSC should urgently develop system for addressing issues of recruitment, approval, conduct and deployment of teachers.**	**recruitment of teachers, as well as regular assessment.** **Ensure more systematic & regular visits to post-basic institutions by inspectors or quality assurance teams.** **Recruit more inspectors or quality assurance staff for this level of education.** **Provide additional subsidy for Tech/Voc institutions to secure teaching resources.** **Set up a system for regular assessment of institutions.** **Heads of institutions should sign performance contracts with MEST.** **The TSC should develop key tools for recruiting teachers and deploying them in SSS on an equitable basis.** **Establish system for tutors to prepare quality learning materials for approval and use in the system.**	**Establish system for tutors to prepare quality learning materials for approval and use in the system.** **Set up system of regular refresher training courses & Continuous Professional Renewal of tertiary tutors.**
Learning Achievement	**Provide science laboratories and other specialist facilities in JSS.** **Explore the use of Mobile Labs for equitable learning outcomes.** **Strengthen SMCs and help local councils to be proactive with the monitoring of school activities & learning outcomes.** **Support monitoring & formative evaluation of education through RapidPro tools (MEST/UNICEF).** **Provide the resources required to assess learning outcomes for all special needs students**	**Provide all SSS schools with laboratories and specialist facilities for key subjects.** **Strengthen the monitoring of learning outcomes in SSS and post-basic institutions.**	**Conduct tracer studies to gauge relevance of courses in tertiary institutions for future career and livelihood of students.**

Wednesday 9th December 2015

B.6.: Overview of Second Day Events

The second day of the AESR started with plenary presentations on education financing by the Ministry of Finance and Economic Development (MoFED), as well as on proposed support by the main Education Financing Partners. This was followed by an interactive Q&A session, during which participants asked questions, made comments and raised issues for clarification by the presenters. Participants were then briefed on how the working group session scheduled for the afternoon would proceed. This second Working Group session took place after the lunch break and was followed by a final plenary session to agree on a consolidated set of recommendations, before the formal closing session of the 2015 annual education sector review meeting.

B.7.: Session on Education Financing

This session was chaired by Mr. Morie Momoh, Deputy Development Secretary at MoFED. The initial presentation by Dr. Abu Bakarr Tarawalie (MoFED) dealt with ***Cost and Financing issues and Options***, in relation to Government financing of the education sector. This was followed by three presentations on ***External Partners' Contribution to Education Sector Financing*** delivered by: Roger Cunningham of UK-DfID; Sven Baeten of GPE; and Sven Ruesch of the EU.

In his presentation Dr. Tarawalie outlined recent trends in the four main areas of government financial allocation to education; viz. Payroll Expenditure; Recurrent Expenditure; Capital Expenditure; and Transfers to Local Council. The key point emphasized is that Government has continued to allocate increased levels of funding to education despite financial downturns and challenges of the Ebola crisis. From the power-point presentation, recent trends in government allocation to education can be summarized as follows:

Trends in Total Government Allocations to Education (Le Billions)

Category	2012	2013	2014	2015 (Q.1.)
Payroll Expenditure	**313.61**	**326.03**	**404.32**	**38.08**
Recurrent Expenditure	**135.28**	**146.77**	**180.17**	**82.58**
Transfers to Local Councils	**24.46**	**19.07**	**34.08**	**N.A.**

Data extracted and/or calculated from MoFED Power-Point presentation

Trends in Government Allocations to Education by Level (Le Billions)

YEAR	Payroll Expenditure			Recurrent Expenditure			Transfer to Local Councils		
	Primary	Secon'ry	Tertiary	Primary	Secon'ry	Tertiary	Primary	Secon'ry	Tertiary
2012	**205.83**	**90.09**	**13.58**	**1.35**	**14.05**	**106.14**	**18.66**	**5.80**	**N.A.**
2013	**213.55**	**93.94**	**13.85**	**1.10**	**9.69**	**126.54**	**17.40**	**1.67**	**N.A.**
2014	**227.33**	**110.41**	**13.70**	**1.52**	**15.35**	**156.45**	**23.92**	**10.16**	**N.A.**

Data extracted and/or calculated from MoFED Power-Point presentation

Growth Rates in Government Allocations to Education by Level (%)

Category	System Level	2011 to 2012	2012 to 2013	2013 to 2014
Payroll Expenditure	**Primary**	**33%**	**4%**	**6%**
	Secondary	**37%**	**4%**	**18%**
	Tertiary	**38%**	**2%**	**-1%**
	All Levels (Total)	**34%**	**4%**	**24%**
Recurrent Expenditure	**Primary**	**43.71%**	**-19.10%**	**38.59%**
	Secondary	**17.89%**	**-31.02%**	**58.45%**
	Tertiary	**115.13%**	**19.21%**	**23.64%**
	All Levels (Total)	**70.46%**	**8.50%**	**22.76%**
Transfers to Local Council	**Primary**	**N.A.**		
	Secondary	**N.A.**		

Data extracted and/or calculated from MoFED Power-Point presentation

Based on this type of data Dr. Tarawali stressed that despite an inevitable degree of fluctuation due to budgetary constraints, there was consistent effort to allocate an increasing amount of financing to education. E.g. during the Ebola crisis teachers were paid, even though schools were closed. Funds were also allocated for teaching and learning materials in schools. He also provided projections showing that there will continue to be some fluctuation in the allocations to education. However he projected that by 2018 such allocations would be increased in a more stable manner as effects of Ebola recede, iron ore prices recover, and the economy improves.

This MoFED presentation was followed by three donor presentations on ***External Partners' Contribution to Education Sector Financing.*** In the first presentation Roger Cunningham gave a commitment that the UK-DfID will continue to support the education sector in Sierra Leone for the long term. He revealed that UK-DfID is now working on a five-year programme of support which will start in 2016, amounting to GBP 62 million (sixty-two million British Pounds). He explained that the likely areas of focus for this new five-year support by UK-DfID would include:

- Support for Girls' Education, especially at secondary level; to ensure that once enrolled, girls can progress beyond primary and go on to complete secondary school. This will help to boost gender equity in the system. Statistics indicate that whilst gender parity in access to primary education has improved, there is a persistent degree of gender inequality in access to, survival in, and successful completion of secondary education (starting at JSS).
- Support for quality in secondary education, especially at JSS level, with a focus on improved learning outcomes in all districts. Secondary education is vital for the future of the country, but it does not have as many supporting partners as the primary education level.

Roger Cunningham further explained that the specific enabling processes and activities for this new UK-DfID financing would include:

(a) Support to the districts to improve learning outcomes for all through: construction of classrooms, better delivery of education services, adequate teacher resources, teacher training programmes, and other priority areas.

(b) Support for bridging programmes that would enable communities to address the barriers that prevent girls from continuing with their schooling.
(c) Support for effective monitoring and assessment of learning, and testing children's ability in Mathematics and English Language at Junior Secondary School (JSS) level.

In terms of scheduling for this new support programme Roger Cunningham explained that there will be two phases. The first phase would last for two years and focus on supporting the current 24-month recovery and transition plan. The focus of the second phase would be on support for a new agenda and emerging needs in line with national priorities and the education sector plan.

Following this there was a presentation by Sven Baeten of the Global Partnership for Education (GPE). He congratulated MEST and the Education Development Partners for organizing the annual education sector review. He explained that such reviews are an important part of the process through which countries are able to access funding from GPE. He then announced that GPE was committed in principle to providing continued support for education in Sierra Leone from 2017 onwards. This support would likely be in in the range of US$ 74million. It will be in addition to the current GPE funding of US$ 17.9 million, which together with US$5.5 million from UK-DfID make up the US$ 23.4 million support for the REDiSL project that is scheduled to end in February 2017. Sven Baeten stressed that in preparation for this anticipated new and increased financing that will likely come on stream in 2017, it was critical for the Government and EDPs to pay close attention to such important matters as:

- Providing adequate data on progress and setbacks in performance of the education system, including reliable analysis, accurate facts and the most recent statistics. These are always important requirements for successfully accessing GPE financing.
- Supporting the newly established Teaching Service Commission (TSC) to address key issues affecting teachers, such as: timely recruitment, equitable allocation of capable teachers to schools in need, fair and transparent conditions of service, prompt payment of the correct salaries to teachers, etc.; which would all encourage satisfactory performance by teachers.
- Facilitating proper assessment of learning at all key stages in the education system, since learning achievement is the ultimate purpose for investing in education.
- Strengthening foundations for improved learning outcomes by supporting early childhood, and including it in the revised national curriculum for basic education.

In addition Sven Baeten indicated that new financing from GPE may include an innovative scheme for incentive payments to schools. These payments would be based on such factors as: regular teacher attendance, safe and clean learning environments, proper use of resources for teaching and learning, etc.; all of which would help to improve the quality of education.

Following this, a presentation on European Union contribution to education sector financing was made by Sven Ruesch. He expressed the EU's commitment to a long term development partnership with Sierra Leone and then went on to announce that the EU had projected support for education in Sierra Leone of up to Eighty Million Euros (Euro 80 million) in the coming years.

The overall goal of this EU financing is to ensure equitable access to education and improve the quality of education provided. In this regard Sven Ruesch revealed that the main components would include:

- Support for improvements in primary school teaching and learning through in-service professional development of teachers as well as by focusing on results (learning outcomes).
- Support strategies and measures to strengthen education system management.
- Support expansion and improvement of Junior Secondary Schools in order to help upgrade education in the rural areas.
- Support technical/vocational education and training (TVET) including use of diagnostic tests.

Following all these presentations the floor was open for an interactive session of questions and answers, comments, and general discussions with the presenters; moderated by the Chair. The main issues raised and addressed during this session can be summarized as follows:

- The presentations confirm that there is limited support from partners for tertiary education. Tertiary education is important for preparing quality personnel to serve the rest of the sector, as well as to meet human resource needs in the economy. ***Kaliope Azzi-Huck of the World Bank explained that the Bank is now supporting the tertiary level. This is at the early stage of identifying needs, and studies are being conducted on fees and other issues.***
- The MoFED needs to show how government financing for the education sector compares with allocations to other sectors over the years. ***MoFED officials confirmed that documents were readily available showing budget profiles for different sectors.***
- The presentations highlighted priority for provision of learning materials to schools, so it is time to terminate the widespread negative practice of tutors preparing pamphlets that are sold to students as learning materials with no control over content and quality. ***It may be useful to explore a more formal approach with quality control and official approval of some pamphlets for use in schools. E.g. through a Sierra Leonean Writers Forum.***
- EU support for TVET is welcome and important to widen the options available to learners after completing Junior Secondary School. But there is a history of resistance to TVET in Sierra Leone due to the popular perception that this is for "failures" who cannot pass BECE. ***It may be prudent to invest in other types of career-oriented institutions alongside TVETs. These could be "Talent Academies" that cater for the passion and talent of young people in various occupational fields which are important for employment and development.***
- The priority given to school construction by UK-DfID is welcome and critical for equitable provision of quality education across the country. But consideration should also be given to the provision of housing for teachers as incentive to capable teachers to serve in rural areas.
- Some of the presentations stress that parents and communities should take an active part in the education of their children, especially girls. This may require investment in literacy centers in addition to mobilization efforts to get communities more involved.
- It is hoped that there will be proper planning with investments in JSS and TVET, to close the gap between what students learn in school and the skills requirements in the job market.

- There is a need to take early childhood education more seriously in order to deal with the disadvantages of children from poor communities and lay foundations for more equitable provision of quality education. Without this some investments may not yield benefits.

In some final comments to close this session MEST and MOFED officials thanked all partners, especially the donors, for support to education during the Ebola outbreak. The officials urged partners to continue working with a firm commitment to support education and development in Sierra Leone. This session was followed by a lunch break, after which participants went into groups for the second group work session for which they had been briefed.

B.8.: Second Group Work Session

Participants divided into four working groups based on the three themes of the ESP plus the additional theme on "learning achievement". These theme-based groups were given the task to review/modify and tightening recommendations from the first working group session, in order to produce a shorter and more convergent set of recommendations for each of the four themes. The groups were provided with a set of the initial recommendations pertaining to their specific theme. They were also asked to make sure that their theme-based recommendations cover all levels of education; i.e. Basic, Post-Basic and Tertiary. The format and operation for this second group work session was therefore as follows:

GROUP NUMBER; FOCUS THEME AND CHAIR	LEVELS COVERED BY CONSOLIDATED RECOMMENDATIONS
Group No: 1. **Focus Theme: Access, Equity & Completion.** **Chair: Alie B. Kargbo, Deputy Director, MEST**	**Basic Education (ECD/Primary/JSS/NFE and Inclusive Education)** **Post-Basic Education (SSS; TVET; NFE; and Inclusive Education).** **Tertiary Education (Universities; Polytechnics; Colleges; and Teacher Education).**
Group No: 2. **Focus Theme: Quality and Integrity.** **Chair:**	**Basic Education (ECD/Primary/JSS/NFE and Inclusive Education)** **Post-Basic Education (SSS; TVET; NFE; and Inclusive Education).** **Tertiary Education (Universities; Polytechnics; Colleges; and Teacher Education).**
Group No: 3. **Focus Theme: Systems Strengthening** **Chair:**	**Basic Education (ECD/Primary/JSS/NFE and Inclusive Education)** **Post-Basic Education (SSS; TVET; NFE; and Inclusive Education).** **Tertiary Education (Universities; Polytechnics; Colleges; and Teacher Education).**
Group No: 4. **Focus Theme: Learning Achievement** **Chair:**	**Basic Education (ECD/Primary/JSS/NFE and Inclusive Education)** **Post-Basic Education (SSS; TVET; NFE; and Inclusive Education).** **Tertiary Education (Universities; Polytechnics; Colleges; and Teacher Education).**

Part C.: – Structured Outline of Recommendations

C.1.: Summary of Final Recommendations

Summary of Final Recommendations from the 2015 AESR

THEMATIC AREA	FINAL RECOMMENDATIONS BY EDUCATION LEVEL
Access, Equity and Completion	***Basic Education:*** **Do School Mapping as basis for major investments in school construction. Set minimum standards to guide construction/renovation and to upgrade community schools for approval. Expand ECD and mobilize local communities for all children to start school at the right age.**
	Post-Basic Education: **Establish more TVETs & Talent Academies to expand options after BECE. Enforce measures to keep girls in school after BECE.**
	Tertiary Education: **Rationalize HEIs by specialist fields (reduce duplication). Use grant aid quotas for key fields and to support more girls in HEIs.**
Quality and Integrity	***Basic Education:*** **Set quality standards and monitor compliance as a basis for incentives/penalties to schools. Support teachers' continuous professional development, including through school-based initiatives. Ensure allocation of capable teachers to schools is fair and equitable. Revise and enforce code of conduct for teachers with clear penalties for breaches of the code.**
	Post-Basic Education: **Facilitate swift recruitment of qualified teachers, and provide fair remuneration/conditions to retain them. Do annual appraisal of teachers, linked to rewards & counselling as well as penalties. Recruit subject specialists to monitor and support quality teaching.**
	Tertiary Education: **Develop quality assurance policies & standards for HEIs. Use external institutions for innovation and validation of standards. Link tertiary funding to maintained standards and continued accreditation.**
Systems Strengthening	***Basic Education:*** **Establish a system of continuous professional development for teachers. Practice rapid recruitment to fill MEST vacancies as part of the capacity building strategy. Promote legitimate use of approved pamphlets by teachers, as part of official learning materials. Strengthen local community role (e.g. Mothers' Club) in supporting girls' education and enrolling OOSCs.**
	Post-Basic Education: **Support frequent school supervision visits by capable MEST-QAD staff. Promote prompt recruitment and regular assessment of all teachers. Provide reliable subsidies for materials/supplies in TVETs.**
	Tertiary Education: **Strengthen system for capacity development and quality assurance, as well as arrangements for accreditation of tertiary institutions.**
Learning Achievement	***Basic Education:*** **Provide science labs & specialist facilities in JSS institutions. Strengthen communities to monitoring school activities & learning outcomes.**
	Post-Basic Education: **Provide laboratories, workshops & specialist rooms in SSS and other post-basic institutions. Establish scheme for monitoring quality and ensuring adequate supply of materials and other resources.**
	Tertiary Education: **Conduct tracer studies to gauge relevance & effectiveness of tertiary education courses to career performance of graduates.**

General: "Mainstream key issues affecting children with disabilities into policies, processes and practices in education reform".

C.2.: Comments on Final Recommendations

These final recommendations were reached during a plenary session chaired by the Permanent Secretary (MEST) Mr. Prince E.O. Cole. The format of the session involved each rapporteur reading out the recommendations from the theme-based group. As each recommendation was read out, participants commented briefly on how it could be edited or merged with any other recommendation. The guideline was for each group to limit its recommendations to no more than five or six. With this in mind, participants were able to reach consensus on the five or six most appropriate recommendations from each group.

For instance every group had several recommendations on including issues of disability in the measures recommended. It was agreed that the intention of all these recommendations could be realized through a general recommendation to ***"mainstream issues affecting children with disabilities into policies, processes and practices in education reform"***. Similarly it was noted that some recommendations involved issues that were being addressed in MEST projects with support from partners. As such the participants agreed to modify or simply drop some of these recommendations. Again, it was felt that some of the recommendations were too prescriptive or simply involved details that could be incorporated in a broader recommendation. E.g. the broad recommendation of doing school mapping as a guide for investing in school construction would take care of more detailed ones like having a school within 3 miles, or more JSS in rural areas, or enforcing class size policy, etc.

Through this process the plenary session successfully reached consensus on a manageable and well defined set of five or six recommendations for each of the four groups. The resulting task of formulating these into a tidy and comprehensive set of final recommendations was then left to the ESR consulting team, which was mandated to incorporate them into reports of the ESR proceedings and outcomes for consideration by MEST officials and partner agencies.

C.3.: Action on Final Recommendations

The final set of recommendations is being incorporated into a draft of the official Aide-Memoire that will be discussed and agreed upon by MEST and Education Development Partners (EDPs). The usual practice is that a final version of the Aide-Memoire that is agreed upon by the parties becomes a summary of commitments by the parties and serves as the main outcome of the Annual Education Sector Review.

In the peculiar circumstances of post-Ebola Sierra Leone these final recommendations will also form part of a draft Action Plan. The purpose of this Action Plan is to map out suggested strategies for moving the education sector forward seamlessly from a recovery and transition phase to full scale implementation of a reinvigorated Education Sector Plan. The draft Action Plan will be reviewed by MEST and the Education Development Partners, with a view to making changes as necessary and adopting a final version as a guide for taking education forward.

ANNEX 2
2015 Annual Education Sector Review
Original Programme

DAY 1: TUESDAY 8TH DECEMBER 2015

Official Opening Session

Chairperson: Prof. Ekundayo J.D. Thompson		
Time	**Activities**	**Presenters**
8:00 9:00	Registration of participants	Team from the Office of the School Reopening Coordinator
9:00 9:05	Welcome & Introduction of The Chairperson	Mr Prince E.O. Cole – Permanent Secretary (MEST)
9:05 9:10	Chairman's Opening Remarks	Prof. Ekundayo J.D. Thompson (Ag. Vice Chancellor & Principal, USL)
9:10 9:15	Statement on behalf of Education Development Partners	UNICEF
9:15 9:30	Official Opening of The 2015 Education Sector Review	Hon. Minister of Education, Science & Technology-Dr. Minkailu Bah
9:30 9:45	Launching of the Situation Room Report	
9:45 10:00	Launching of the Curriculum Framework Report	
9:30 11:00	EXTENDED BREAK: Refreshments served; opportunities for Media Coverage, including Interviews with Key Participants.	

Panel Presentation Session on Assessment Report

Chairperson: ***(Horatio M. Nelson-Williams-Executive Secretary, Basic Education Secretariat)***		
Time	**Activities/Topics**	**Presenters**
11:00 11:20	Summary of Issues/Findings of Draft Assessment Report	ESR Consultant (Dr Cream Wright)
11:20 11:40	Progress/Setbacks on Themes of Current ESP (2014 – 2018)	Director of Planning & Policy Mrs Adama J. Momoh
11:40 12:00	Education Response to Ebola (Disruptions & Opportunities including the 10-24 months Recovery Plan)	Mr. M. S. Sesay (Technical Coordinator - - Education Response to Ebola)
12:00 1:30	Structured Panel Discussion to Elaborate Issues/Findings	All Presenters in an Interactive Mode Managed by the Chairperson
1:30 2:30	LUNCH	

Q & A Session on Sector Assessment Findings

Time	**Activities/Topics**	**Presenters/Panelists**
2:30 4:30	Basic Education (including ECD) Primary/JSS/NFE/Inclusive Education.	Chairperson (Nancy Smart-Sightsavers)) Sylvester Meheux, L.H. Dumbuya, Horatio Nelson-Williams, Kabbakeh Noah-MSWGCA/Dele Sannoh / Margaret Dabor, Olive Musa
	Post-Basic Education Levels SSS/TVET/NFE/Inclusive Ed.	(Chairperson-Salimatu Koroma) Salimatu Koroma, Ophelia Morrison, Thomas Lebbie (SLAB), M.B. Lamin, Stephen Korosa (MEST),
	Tertiary Education Levels Universities / Polytechnics / Colleges / Teacher Education	(Chairperson- Prof D. S. Koroma), Nabie, Musu, Dr Saidu Kanu, Mary Sweeney (UNIMAK), A.A. Koroma-PLTC)
4:30 5:00	Summary and Wrap-Up of the Outcomes of this Session	The ESR Chief Rapporteur

DAY 2: WEDNESDAY 9TH DECEMBER 2015

Session on Cost & Financing Issues and Options

Chairperson: Mr. John Sumailah (Development Secretary-Ministry of Finance & Economic Development –MOFED)		
Time	**Activity/Topics**	**Presenters**
8:00 - 9:00 - Registration of Participants		
9:00 9:15	Growth Rates & Govt. Allocation to Education (pre/post Ebola)	MOFED
9:15 9:30	Education Expenditures by level (Primary, JSS, SSS, Tertiary, etc.)	MOFED
9:30 9:45	External Partners' Contributions to Education Sector Financing	WB/ DFID/GPE/EU
9:45 10:30	Discussion on Sector Financing Trends and likely Financing Gap	MEST / MOFED / Partners

Priority-Setting Session for Themes, Targets, and Enablers (Work in Thematic Groups)

Thematic Group 1. – Chairperson (Group to decide)		
Time	**Activity / Topics**	**Presenters**
10:45 - 2:00	Group Work: Prioritisation of activities & Action plan on the First Theme recommended for a revised Education Sector Plan	Chairperson appointed will lead discussion (MEST/Partner)

Thematic Group 2. – Chairperson (Group to decide)		
Time	**Activity / Topics**	**Presenters**

10:45 - 2:00	Group Work: Prioritisation of activities & Action plan on the Second Theme suggested for a revised Education Sector Plan	Chairperson appointed will lead discussion (MEST/Partner)

Thematic Group 3. – Chairperson (Group to decide)		
Time	**Activity / Topics**	**Presenters**
10:45 - 2:00	Group Work: Prioritisation of activities & Action plan on the Third Theme recommended for a revised Education Sector Plan	Chairperson appointed will lead discussion (MEST/Partner)

Thematic Group 4. – Chairperson (Group to decide))		
Time	**Activity / Topics**	**Presenters**
10:45 - 2:00	Group Work: Prioritisation of activities & Action plan on the Fourth Theme suggested for a revised Education Sector Plan	Chairperson appointed will lead discussion (MEST/Partner)

Consensus-Building Session on Priorities and Action Plan

Chair – Permanent Secretary			
Time	**Activity / Topics**	**Presenters**	**Comments**
3:00 4:00	Plenary Session on Priorities for a revised Education Sector Plan	Rapporteurs and Chairpersons for each Thematic Working Group	*Reporting back session*
4:00 - 4:30 BREAK (Light Refreshments) *ESR Secretariat works on Next Steps with Consultant*			
4:30 5:00	Next steps to a revised ESR and Action Plan based on the agreed priorities (with Timelines)	Hon. Minister / MEST Senior Team Senior Officials - Partner Agencies (UNICEF / World Bank / DfID / Etc.)	
5;00 5:30	Official Closing of the 2015 Education Sector Review (ESR)	Hon. Minister (MEST): Dr Minkailu Bah	
5:30 p.m. – DEPARTURE			

ANNEX 2
2015 Annual Education Sector Review
List of Participants

No.	Name	Designation
1		
2		