



**Ministry of Basic and Senior Secondary Education and  
Ministry of Technical and Higher Education  
Republic of Sierra Leone**

**Sierra Leone  
2022-2026 Partnership Compact  
Foundations of Learning for All**

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## List of Acronyms

ASC	Annual School Census
BECE	Basic Education Certificate Examination
CEO	Chief Education Officer
CPD	Continuous Professional Development
DDE	Deputy Directors of Education
DEO	District Education Office
DSI	Development Systems International
ECD	Early Childhood Development
ECE	Early Childhood Education
EDWG	Education Data Working Group
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
ESP	Education Sector Plan
ESPIG	Education Sector Program Implementation Grant
FCDO	Foreign and Commonwealth Development Office
FQSE	Free Quality School Education
GBV	Gender-Based Violence
GPE	Global Partnership for Education
HEI	Higher Education Institutions
LMS	Learning Management System
M&E	Monitoring and Evaluation
MBSSE	Ministry of Basic and Senior Secondary Education
MTHE	Ministry of Tertiary and Higher Education
NGO	Non-Governmental Organization
NPSE	National Primary School Examination
OTPS	One Tablet Per School
P1	Primary Grade One (Class One in SL school system)
P2	Primary Grade Two (Class Two in SL school system)
P3	Primary Grade Three (Class Three in SL school system)
P4	Primary Grade Four (Class Four in SL school system)
SCG	System Capacity Grant
SL-LEG	Sierra Leone Local Education Group
SDF	Skills Development Fund
SMC	School Management Committee
SQAMR	School Quality Assurance, Management and Resources
STG	System Transformation Grant
TA	Technical Assistance
TLM	Teaching and Learning Materials
TMIS	Teacher Management Information System
TOC	Theory of Change
TSC	Teaching Service Commission
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization



## **1. Introducing the Priority Reform: Delivering the Foundations of Learning for All**

In this Compact, Sierra Leone sets out its priority reform: *Foundations of Learning for All*. The reform focuses on foundational level learning, which is at the core of the recently adopted 2022-26 Education Sector Plan. The goal is to build on and intensify the ongoing work in support of foundational learning to ensure that all students in Sierra Leone, by class 4 (P4), have learned to read fluently with comprehension, acquired fundamental mathematics competencies, and are developing resilient socio-emotional skills. These serve as the basis for mastering the 5Cs at the heart of in Sierra Leone's curriculum frameworks: Comprehension, Computational Thinking, Critical Thinking, Creativity and Civics. The key pillars of the reform will focus on expanding access to quality pre-primary education and aligning the education system and teacher support to deliver improved learning outcomes throughout the first four years of school. The reform also pays attention to the inequalities that continue to affect children's access to school and their ability to learn, which include the rising costs-of-living, hunger, and malnutrition.

The Government of Sierra Leone and its partners consider that this reform will be transformational for the entire system given the evidence that literacy, numeracy and socio-emotional skills are fundamental for students to reap the benefits of subsequent education, whether technical, vocational or higher, and to achieve professional and personal success in life. By prioritizing the development of foundational skills, Sierra Leone will catalyze more rapid and sustainable progress on some of the critical objectives in the Education Sector Plan, including the reduction of gender and other disparities in access, quality, and outcomes. The Compact will serve as a rallying point for the Government of Sierra Leone and its partners to make an explicit commitment to align their own programs and resources in support of this priority reform.

## **2. The Process to Formulate the Priority Reform**

The Compact is built on Sierra Leone's Education Sector Plan (2022-2026). Developing the Education Sector Plan (ESP) was itself a year-long undertaking of the Government of Sierra Leone led by the Ministry of Basic and Senior Secondary Education (MBSSE) and the Ministry of Technical and Higher Education (MTHE), in partnership with the Local Education Group (SL-LEG). To formulate the ESP, government and partners carried out, *inter alia*, a thorough review of the 2020 Education Sector Analysis, joint education sector reviews, discussions of research and policy papers presented at the Sierra Leone education week in 2020, and workshops on policy papers and project documents prepared by the World Bank, UNICEF, and GPE. The development of the ESP was a government-led process in which initial drafts were prepared by stakeholders from both ministries of education and consulted widely with universities, civil society organizations, national and international agencies, and private sector institutions across the country. The ESP was adopted by the Cabinet of Sierra Leone and launched by His Excellency President Bio on September 8th, 2022.

Following directly from the priorities of the ESP, the MBSSE, MTHE and SL-LEG partners began the process to identify the priority reform that could enable a transformation of the education

system. The starting point for this process was a comprehensive reexamination of the ESP through the lens of the *GPE 2025 Strategic Plan* and its *Compact Development Guidelines* (Draft, October 2021). The aim of this exercise was to articulate a priority reform in a Compact document that the Government and its partners could collectively support with adequate resources, including with the support of GPE through the System Transformation Grant and other support mechanisms.

The first step in this process was SL-LEG's assessment of the four enabling factors that the GPE strategy lays out as necessary pre-conditions for education system transformation.<sup>1</sup> Sierra Leone's self-assessment submission of the enabling factors and GPE's review and feedback of the submission were thoroughly discussed and internalized by Government and partners, including during a two-day SL-LEG technical team retreat in July 2022.

In a parallel step, SL-LEG generated a long list of potential priority reforms that, if achieved, could have a transformative impact on the education system. The key criteria used to generate the long list were:

- significant progress could be achieved by 2026
- achievement could accelerate progress across multiple other policy areas
- it is consistent with existing government policy frameworks
- there is strong political will behind it
- it is currently under-addressed in Sierra Leone
- coordinated action from other education stakeholders would be required
- it is already understood as a top priority in Sierra Leone.

In the third step, government and its SL-LEG partners refined these options into a shortlist of three reforms:

- Reduce gender and other disparities in educational access, experience, and outcomes for girls and marginalized children (groups targeted in the Radical Inclusion policy)
- Improve foundational learning outcomes
- Train, recruit, retain, and support excellent educators

The fourth step in the process was fully embedded in Sierra Leone's national consultations for the 2022 Transforming Education Summit. These consultations were launched on June 1, 2022 by the MBSSE and MTHE at a national event that gathered stakeholders from across the country and used a whole-of-government approach that incorporated multiple government ministries and support from the National Commission for UNESCO and by UNICEF. Government and the SL-LEG drew on these consultations to narrow down the policy options to one, single top priority policy outcome with transformative potential: *Foundations of Learning for All*. This priority incorporates elements from the two other options since there will be a need to invest in teachers to reach this goal and because a key objective will be to give an elevated focus on raising

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<sup>1</sup> Government's self-assessment of the enabling factors for system transformation, and GPE's technical feedback on this assessment, are discussed below in Section 7.

foundational learning outcomes for girls and other demographic groups targeted by the Radical Inclusion policy.

The combined analysis of the enabling factors, along with the policy reform identification, was assessed independently by the SL-LEG's task team, which worked as a subgroup of the SL-LEG.<sup>2</sup> All aspects of the Compact development process, including the enabling factors analysis and the suggested policy outcomes, were discussed thoroughly and endorsed by the wider SL-LEG.

### **3. The Compact**

The ministries responsible for Education, in consultation with the SL-LEG stakeholders, recognize that foundational learning is the essential launching pad for achieving the overarching goal of the Education Sector Plan, namely, *for the education system to produce high levels of learning outcomes for all children and youth.*

Prioritizing efforts on developing literacy, numeracy, and socio-emotional skills in the initial years of schooling with clear goals and expectations will enable the Government of Sierra Leone to undertake appropriate planning and supportive supervision of students, teachers, and schools to achieve steady progress with measurable results.

Foundational learning serves as a floor, not a ceiling, for educational attainment. While the larger goal remains for students at all levels to achieve the learning objectives set out in the national curricula, including the 5Cs, which are further articulated in the ESP, the Compact emphasizes that the starting point for this must be for students to learn to read fluently with comprehension, acquire fundamental mathematics competencies, and develop socio-emotional skills during the first few years of primary school, with priority attention focused on girls and children targeted by the Policy on Radical Inclusion in Schools.

#### ***Resources Available to Support the Compact***

Ahead of the Compact, GPE has indicated that the following resources may be available to Sierra Leone to implement key reforms, crowd-in additional financing for Sierra Leone's priorities, and strengthen the system capacity and thereby increase the impact of key reforms:

- System Transformation Grant: US\$ 22.5 million
- Multiplier Funds: US\$ 15.0 million
- Systems Capacity Grant: US\$ 2.6 million

The GPE board will review and hopefully approve the final scope and focus of the System Transformation Grant (STG) funding based on this Compact. Once the Compact is approved, a

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<sup>2</sup> The task team is chaired by the national GPE coordinator and Director of Global Partnerships and Financing. In addition, it is comprised of representatives of key education offices including MBSSE, the Teaching Service Commission, and the Ministry of Technical and Higher Education, as well as representatives of donor partners and civil society.

grant agent will be selected to support implementation of the STG. In addition, if Sierra Leone can attract new and additional funding for its compact priorities and complementary, reinforcing initiatives, the amount available from GPE could increase by as much as US\$ 15 million from the Multiplier funds, again subject to approval from the GPE board.

Finally, GPE's System Capacity Grant (SCG) supports analysis, gender responsive planning, data, and longer-term system capacity to plan, implement and monitor the System Transformation Grant. The World Bank has already been appointed as the grant agent for the System Capacity Grant.

#### **4. Sierra Leone's Ongoing Transformation of its Education System**

Since 2018, Sierra Leone has been seeking to transform its education system to raise access and school quality across all levels of schooling.

##### ***Providing Free Quality School Education***

The incoming government in 2018 was elected on a promise of delivering Free Quality School Education (FQSE) and immediately moved to help finance out-of-pocket school fees for all levels of education from pre-primary to senior secondary in both government and government-assisted schools as well to cover the costs of most of the examination fees for national exams. This eliminated a significant share of school cost barriers borne by families. FQSE also covered the cost of teaching and learning materials, expanded school meals, rehabilitated school infrastructure, and enabled the hiring and training of thousands of teachers. In addition, the government raised teacher salaries and supported other system benefits.<sup>3</sup> The government financed much of this through its commitment to spending at least 20% of its discretionary budget on education.

##### ***Launching New Curricula***

Sierra Leone has carried out a comprehensive overhaul of the curriculum for pre-primary and early childhood, basic education and senior secondary education, and civic education by applying a 5Cs framework: Comprehension, Critical Thinking, Computational Thinking, Creative Thinking, and Civic Education, as essential learning elements that are nurtured and developed in student learning across the new curriculum. The country is in the process of aligning the curricula to teacher training courses, TVET, and other higher education courses and programs. As a result of a nationwide development process that drew on the expertise of teachers and subject specialists, curriculum specialists, and the public, the government approved and published a set of reference documents serving as master frameworks for each subject area, including for the design of each subject. The new curricula were created around a learner-centered approach aimed at empowering students to make choices and embrace the joy of learning. In addition to the curriculum for basic and senior secondary education, the government produced an up-to-date competency-based curriculum for technical & vocational education and a new curriculum

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<sup>3</sup> H.E. President Julius Maada Bio Speech at the Launch of FQSE on 20 August 2018



framework for civic education. Finally, a National Qualifications Framework has been developed to standardize courses and equivalences of certificates.

### ***Policy Leadership and Innovation in Gender Equality***

Prioritizing the educational achievement of girls and other marginalized children is not only an important side objective of the system but is at the very center of national policy. Inclusion is seen as a key instrument to ensure systematic and sustained increases in enrollments and outcomes for all. To drive this effort forward, Sierra Leone launched a National Policy on *Radical Inclusion*, which makes the education of the most excluded children, including pregnant girls, children with disabilities, the rural poor, and other typically discriminated children, the system's number one priority. Moreover, in partnership with the UN's Gender at the Center Initiative, Sierra Leone's government hosted the development, and facilitated the multi-country adoption, of the 2022 *Freetown Manifesto for Gender-Transformative Leadership* in and through education. As of October 2022, 14 African countries have signed onto the manifesto.

### ***Leveraging Technological Innovation and Data***

Sierra Leone has also been investing in the creation of the data infrastructure for transforming its education sector since 2018. The approach is built on a digitized annual school census that establishes rigorous, reliable, and institutionalized cross-system data and technology-enabled tools. In addition, supported by current GPE funding, the Ministry supports real-time data collection through EduTrac and a hotline where enrollment and other irregularities can be reported and action-tracked.

Sierra Leone's Teacher Service Commission (TSC) developed the One Tablet per School (OTPS) program for primary schools, which is being systematically expanded from its current pilot to 360 schools. The TSC expects to scale OTPS to all primary schools in the country. Through this initiative, the government is providing schools with tablets and fingerprint scanners for the continuous monitoring of primary level teacher and student attendance and school performance. Importantly, the OTPS program is linked to policies and strong mechanisms to reduce primary-level teacher absenteeism. Building on the basis of Sierra Leone's experience and lessons learned through an ongoing and well implemented secondary-school level tablet-based initiative under the *Leh We Lan* program supported by FCDO, the TSC is currently working on delivering technologically enabled Continuous Professional Development (CPD) on the tablets distributed through the OTPS. This exercise involves using the tablets to carry out classroom observation (through a contextualized version of the World Bank's TEACH tool) and to provide tailored, practical, focused, and ongoing coaching for teachers, and working on applications for the tablet to manage other relevant primary-school level data. The TSC is also on track to launch a Teacher Management Integrated System (TMIS) to help build a teacher workforce database to track and monitor teacher qualifications, training, and CPD.

For higher education, the MTHE in 2019 instituted a digital Learning Management System (LMS) to serve as a depository for applications and admission into public tertiary education institutions.

Further initiatives will include developing a centralized admission system that will enhance quality assurance in entry requirements, parity of standards across Higher Education Institutions (HEIs), and the implementation of a Student Loan Scheme. The recent Needs Assessment Report launched by the Tertiary Education Commission lays the foundation for further exploration of online education and comprehensive data collection on HEIs and TVET.

Sierra Leone's work on data- and evidence-based education delivery also includes: (i) the Education Innovation Challenge and the Sierra Leone Education Innovation Challenge, the latter in partnership with the Education Outcomes Fund, that give schools the autonomy and financing to identify innovative ways to drive up learning gains; (ii) the Sierra Leone Workforce Policy Papers that enable the government to improve the supply and demand of teachers especially in the most disadvantaged areas; and (iii) spatial data analytics to improve school system coverage.

Sierra Leone has also developed a set of tools that share education data directly with students and families. The sms-based results and placement checkers enable student and their families to check their transition examination results and school placement for secondary education for free.

### ***Engaging Youth***

The MBSSE and MTHE have also made a major commitment to expand and enhance youth involvement in its work and processes. These efforts include the Learning Passport, which provides students with access to on- and off-line learning materials, and the introduction of Comprehensive Sexual Education.<sup>4</sup> The MBSSE also created the Youth Advisory Group consisting of youth representatives from all districts in the country, guaranteeing their formal consultative role in new policies and legislation. The MTHE, through the Skills Development Fund (SDF), provides competitive grants to both training providers and businesses to support youth, young women, and those with disabilities to enhance training effectiveness, increase employment, and raise capacity to improve the productivity of their core business activities.

### ***Increasing Access and Results***

Sierra Leone's efforts to improve the education system has so far increased the number of students enrolled from pre-primary to secondary school from a little under two million students in 2018 to more than three million in 2021 as per the annual school census. Gender parity has been achieved at all levels of schooling.

In addition, the absolute number of students taking the exam and the pass rates have increased for all of the transition exams in basic and secondary education. Specifically, the students sit the National Public School Examination (NPSE) after six years, the Basic Education Certification Examination (BECE) after nine years, and the West African Senior Secondary School Examination (WASSCE) after twelve years of schooling. The WASSCE does not use a pass rate

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<sup>4</sup> Comprehensive sexuality education provides many benefits for young pupils, especially girls, including learning about contraceptives, increasing pupils' decision making, protection from sexual predators, appreciating human rights, setting and achieving personal goals, and improving gender equality,

per se but instead uses a benchmark score of obtaining five credits in one sitting to compare results over time. These increases have resulted in progressive transition rates that have in turn been generating substantially more demand for TVET and higher education.

	2018 # Students	2021 # Students	# Students %-Increase	2018 pass rate	2022 Pass Rate	Pass Rate %-Point Increase
NPSE	123,394	162,068 (2022)	31%	79%	81% (2022)	2%
BECE	89,996	132,227	46%	72%	79% (2021)	7%
WASSCE	34,396	156,231	354%	17% (5 credits)	61% (5 credits)	44%

	2018 Enrollment	2019 Enrollment	% increase 2018-2019	2020 Enrollment	% increase
University	35,311	40656	15%	49,514	22%
College	12,760	15576	22%	19,255	24%

### ***Building Partnerships***

Sierra Leone has already entered into a number of major partnerships to support its education sector, including previous partnerships with GPE. The World Bank, the Foreign, Commonwealth and Development Office (FCDO), the European Union and Irish Aid have collectively funded the multi-donor trust fund to support the FREE project for education in addition to their bilateral assistance for the education sector. The key projects relevant for foundational learning are included in the annex.

## **5. Rationale for the Priority Reform**

The government and the SL-LEG fully acknowledge that Sierra Leone has substantially improved education access, equity, and quality since 2018 through the aforementioned initiatives. They also take note of multiple ongoing efforts to improve foundational learning, including through initiatives supported by GPE, UNICEF, the World Bank, FCDO, and NGOs such as Save the Children and Street Child. Nonetheless, thanks in large part to the dialogue and close examination brought in by the Compact development exercise, country partners have formulated a new understanding of the deeper challenges the government faces to catapult the system from one marked by world-leading improvements in access and financing to a full-fledged transformation that delivers foundational learning to all students.

One of the most significant of these challenges is ensuring that all students, from all backgrounds and all parts of the country, can achieve fluency in reading and basic competencies in

mathematics coupled with socio-emotional development. Over the past eight years, MBSSE and UNICEF, with support from GPE, carried out rigorous assessments of literacy and numeracy through Early Grade Reading Assessments (EGRA) and Early Grade Mathematics Assessments (EGMA) conducted in 2014 and 2021. These and other studies allow for a data-driven process to build a solid understanding of how well children are learning foundational skills and what barriers they face in doing so. These reports show that most students – although improving significantly from 2014 to 2021 – are still learning poorly in foundational level literacy and numeracy tasks.

The 2021 EGRA study published by UNICEF/GPE/MBSSE reports that “the majority of learners in grades 2 and 4 are not able to comprehend the text they read (64-73 percent),” meaning that they do not answer a single reading comprehension question correctly.<sup>5</sup> After 4 years in school, the study shows, less than 6 percent of children are considered *progressing* or *proficient readers*, that is, they are able to answer more than 1 out of 5 reading comprehension questions correctly.

With respect to numeracy skill development, the results are also very challenging. The 2021 EGMA results show that while 79 percent of students can do single digit addition, only 33 percent of students can do two-digit addition tasks and only 23 percent can do two-digit subtraction tasks. Overall, the 2021 EGMA report shows overall low skill levels in mathematics concepts. The report states that, “these results suggest that learners’ experience of mathematics instruction is more about memorization of facts and rules than development of strategies to find answers to problems.”<sup>6</sup> Furthermore, the study pointed out that “boys outperformed girls on nearly every subtask in the EGRA and EGMA in both grades.”<sup>7</sup>

The government and partners understand that low skills in both reading comprehension and mathematical fluency represent substantial barriers for children to build the conceptual basis needed to become independent readers and the problem-solving abilities needed to be successful in later schooling and working life. More generally, without developing these fundamental competencies, most children will not be able reach to their potential as individuals, family members, and citizens contributing to national development. Importantly, the potential benefits of closing the access gap for girls and other out-of-school children, including the most disadvantaged, will be significantly diminished if schools are not able to ensure that children who enroll will acquire the foundational skills that allow them to progress through the education system.

### **Root causes**

Complementing the 2021 EGRA/EGMA report, other policy analysis, program documents, field visits, and expert reviews supported by MBSSE, UNICEF, the UNESCO Institute for Statistics, and the World Bank since 2021 have pointed to the potential root causes of the learning challenge and have helped inform the SL-LEG dialogue in the lead up to identifying the priority reform for

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<sup>5</sup> Montrose International, MBSSE, UNICEF, GPE (2021). *Sierra Leone National Early Grade Reading and Mathematics Assessment Baseline Study*, p.39.

<sup>6</sup> Ibid, p.7.

<sup>7</sup> Ibid, p.26.

the Compact.<sup>8</sup> The following factors represent some of the main barriers to the development of foundational skills:

- Many children, especially those identified in the Radical Inclusion policy, start school without being “ready-to-learn,” in part because they have not benefited from the one year of pre-primary education mandated in the Integrated Early Childhood Development policy
- The national early grade reading and math curriculum does not describe pedagogies for different components of skill development or for learners with different backgrounds
- The content in the syllabus and the textbooks is not laid out for teaching at the right level and the reading syllabus is not aligned with the emerging ‘science of reading’
- The national early grade reading curriculum is not adequately aligned with the government-approved textbooks in content or in sequence
- Learning outcome expectations in the early grades are not adequately articulated or communicated
- Not all teachers align their teaching with the aim of systematically achieving foundation level learning outcomes. For example, two out of three class 2 (P2) teachers do not prepare lesson plans, and less than half refer to a lesson plan during the first 10 minutes of teaching
- The teacher training manual is not aligned with government-approved textbooks
- Learning assessments are still project-based and not integrated into government systems. They cannot be used to systematically measure learning outcome progress over time or across different target groups in Sierra Leone
- Teacher expectations of student learning are low and most early grade teachers do not expect students to be ready-to learn when they begin primary school
- Pre-service training and curriculum in teacher training institutes are not aligned with the updated curricula, although the MBSSE, MTHE and TSC in collaboration with UNICEF have been working on this alignment
- Most households in Sierra Leone are food insecure and as a result many learners miss school or do not learn well while at school due to hunger.<sup>9</sup>

## 6. Theory of Change for Foundations of Learning for All

### ***Goal and outcomes of the reform***

**The goal of the reform is to ensure that foundation level learning outcomes are achieved by all students** with the corollary that gaps in foundational level learning outcomes, including between girls and boys and between students from disadvantaged groups compared with their peers, are closed (see Figure 1: Theory of Change, below). Attaining these goals will require that four, interrelated outcomes are delivered.

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<sup>8</sup> UNESCO Institute for Statistics (2022). *SDG 4 – Sierra Leone Country Profile*. The World Bank (forthcoming 2022). *The Investment Case to Support Sierra Leone’s Zero Learning Poverty Plan* (working title).

<sup>9</sup> WFP, Ministry of Agriculture, Comprehensive Food Security and Vulnerability Analysis, (CFSVA), 2020

The first outcome is that **children start primary school ready-to-learn**, with age-appropriate pre-literacy skills, pre-numeracy skills, and socio-emotional skills that enable them to fully take advantage of the updated and aligned teaching and learning materials and approaches. This is of special importance for children from historically marginalized groups identified in the Radical Inclusion policy such as pregnant girls, those with disabilities or from rural and underserved areas, and other children who would otherwise enter school at a distinct disadvantage from their peers.

The second outcome is that **foundation level teachers are properly trained and routinely use lesson plans with aligned TLM and teaching practices**. This requires that these teachers: (i) know what the learning outcome targets are for foundational learning in literacy and numeracy at every grade from P1-P4; (ii) are paid on time and motivated; (iii) are using the teacher guides and lesson plans daily; (iv) receive regular continuous professional development support and coaching; (v) demonstrate the instructional behaviors they learned in upgrading or preservice; (vi) are tracking every student's progression on attaining the targets.

The third outcome is that **students meet or exceed specified literacy & numeracy benchmarks in P1-P4**. This requires that students: (i) can use TLM in the classroom; (ii) are engaged in learning and attend regularly; (iii) are familiar with their expected learning targets; (iv) are achieving their minimum benchmarks for reading with comprehension and numeracy to allow progression. Furthermore, compared with their peers, girls and disadvantaged students must benefit from disproportionately more support, resources, and attention to close the structural achievement gaps.

Fourth, **government and SL-LEG partners maintain mutual accountability for financing and delivering foundational learning**. This requires that the system's stewards – namely MBSSE, the TSC, and district-level leadership – are explicit about their prioritization of foundational learning, work in close partnership to manage the resources and services and deliver the program in accordance with their roles and responsibilities, squarely focused on outcomes. This means that: (i) roles & responsibilities of central and district-level executing units for reform implementation are well defined; (ii) these units hold one another accountable for delivery and effective use of financing; and (iii) SL-LEG partners cooperate to monitor execution, meet regularly to discuss progress and implementation bottlenecks, and work quickly to adapt or change course as needed to achieve the results.

### ***Sequencing literacy and numeracy in the design and roll-out of the reform***

MBSSE and SL-LEG partners recognize that delivering results in both literacy and numeracy, in all class levels from P1 to P4, and across all schools in the country, will not be achieved overnight. A number of countries that have demonstrated rapid and substantial gains in early grade learning, including Bangladesh (IEGRA), Ghana (Partnership for Education), Kenya (Tusome), and Liberia (EGRA Plus), focused their resources on literacy as the first step of a more comprehensive

reform.<sup>10</sup> This focus on reading gave their ministries of education the opportunity to formulate and build ownership for the reform, update their instructional core, create the CPD required, design, test, adapt, and refine the delivery model, and roll out the program across grade levels and districts. It also enabled the countries to attract additional funding based on performance on this dimension. In many cases, ministries of education and their implementation teams required several years of sustained effort to achieve visible improvements in reading skills despite having a highly focused program.

Some countries did undertake comprehensive reforms in both literacy and numeracy at the same time. The most notable and successful example of this is Kenya, with its Primary Math and Reading (PRIMR) Initiative - one of the most well-studied early grade pilots in the world. PRIMR's robust results in literacy and numeracy inspired Kenya's government to create and massively scale an early grade reading program called Tusome.

There is no formula or recipe for sequencing the foundational learning reform. The Government of Sierra Leone will want to take into account lessons from other successful countries when formulating the implementation arrangements for their foundational learning reform, including funding levels, budgetary cycles, institutional capacity, and implementation capability.

### ***Design and governance principles for the priority reform***

Prior to launching the reform, the government will create a blueprint for the principles for designing the implementation arrangements that a grant agent must follow. MBSSE will work closely with SL-LEG partners to frame the overall reform, specify goals of the activities in each pillar, and plan for implementation at the central, district, and school levels. Any Technical Assistance provision to support delivery will be overseen by the relevant MBSSE and MTHE directorates and have personnel embedded within these directorates to ensure transfer of knowledge and skills and to invest in long-term system strengthening.

As part of program formulation, governance mechanisms will be established (see below). This will include a steering committee led by the Minister of MBSSE and comprised of decision-makers from across the relevant directorates along with SL-LEG representation. One of the most important responsibilities of the steering committee would be to ensure that the main building blocks of the reform are fully and continuously aligned. This includes the key elements of the instructional core (learning targets, teacher guides with lesson plans, TLM, and assessment), and teacher development and support. Crucially, this steering committee will also lead the work on monitoring results and adapting the reform in accordance with the recommendations of the GPE 2021-25 strategy and the compact development guidelines. Finally, the steering committee should also ensure coordination with other ministries. For early childhood development this especially includes the Ministry of Health and the Ministry of Gender and Children's Affairs.

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<sup>10</sup> World Bank (2022 forthcoming). "Top Early Grade Programs" (manuscript).

### ***Mainstreaming Gender Transformative Education and Radical Inclusion***

Improving the foundational skills of girls and other marginalized groups must not be addressed as a separate intervention within the Foundations of Learning for All priority reform. Rather it must be mainstreamed into the activities specified in each pillar. It will also require that monitoring targets and funding earmarks are disaggregated on gender and along the lines of the Radical Inclusion policy.

For example, within the instructional core pillar, the new teacher guides, lesson plans, teaching and learning materials, assessment tools, and administration manuals can help ensure that evidence-based practices which support inclusion, raise sensitivity around stigma, increase child safety, and reduce sexual and gender-based violence (SGBV) in schools are adequately integrated. Likewise, these practices can be incorporated into teacher upgrading, teacher support training, and preservice programs for both foundational level teachers and the pre-primary quality standards. Further, data tools to monitor and support the delivery of foundational learning and teacher support, including OTPS classroom teacher observation and support application, can be designed help district-level staff track services for girls and other children in Radical Inclusion groups and make sure that children from these groups attain the same outcomes as their peers.



### Theory of Change: *Delivering the Foundations of Learning for All*

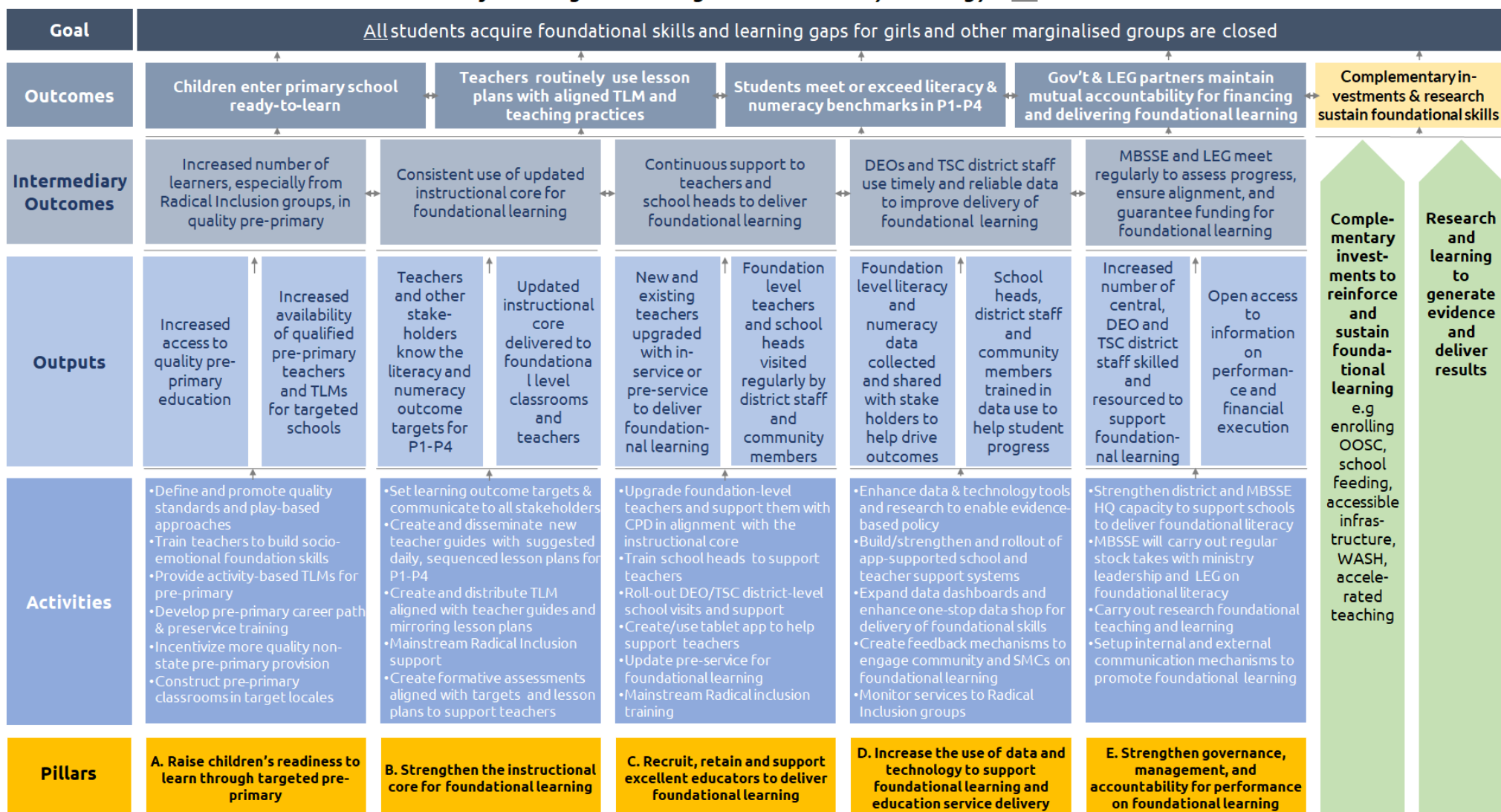


Figure 1: Theory of Change: *Delivering the Foundations of Learning for All*

## ***The Five Key Pillars of the Reform***

***A. Raise children's readiness to learn through targeted pre-primary.*** MBSSE will set out the parameters of a targeted program of quality pre-primary education to help children develop readiness-to-learn capabilities, especially those with very disadvantaged backgrounds. To further develop and promote quality pre-primary standards, MBSSE will draw on the already validated National Integrated Early Childhood Development (ECD) Policy and National ECD Standards as well as scientific evidence related to the design and delivery of pre-primary education. MBSSE will create teacher guides for pre-primary education that include lesson plans for play-based and project-based learning experiences that support the development of socio-emotional and emergent literacy and numeracy skills. MBSSE will also produce and distribute activity-based teaching and learning materials (TLM) for pre-primary children to reinforce these skills. In addition, government will establish a teacher career path and formulate recruitment efforts to build a qualified, pre-primary teaching cadre. MTHE and Sierra Leone's teacher training institutions will play an instrumental role in the design of preservice programs. MBSSE will also seek to incentivize additional provision of pre-primary through community organizations and non-state operators. Finally, MBSSE will test out the design and construction of pre-primary classrooms that would be installed within primary schools and that use a cost-effective modular approach that may be able to facilitate the scale-up of access to quality pre-primary services.

***B. Strengthen the instructional core for foundational learning.*** The components of the instructional core are set out clearly under Objective 1 in Sierra Leone's 2022-2026 Education Sector Plan. They include clear expectations for learning outcomes, the national curriculum and syllabus, teaching and learning materials (TLM) for the students, and assessment tools to measure learning outcomes. To enable all students to acquire minimum benchmarks in literacy and numeracy, along with solid socio-emotional skills, the instructional core will be strengthened based on the science of reading and the evidence from large-scale reading and numeracy interventions, as well as other evidence. In particular, the instructional core for foundational learning will comprise the following elements that will be meticulously aligned with one another: (i) clearly articulated and well communicated learning outcome targets for class 1 (P1) through class 4 (P4); (ii) foundational-level teacher guides that incorporate daily lesson plans laid out in a structured sequence, including with differentiation to accommodate the diverse needs of learners such as those identified by the Radical Inclusion Policy, (iii) teaching and learning materials that mirror the teacher guides and are delivered as one complete set to every P1-P4 learner, and (iv) formative early-grade assessment tools that are aligned with the lesson plans and the learning outcome targets. The MBSSE and the TSC will consult with SL-LEG partners and be supported by technical experts, as needed, to develop these new aligned materials and assessment tools and to disseminate them to schools and classrooms, district-level DEO/TSC CPD trainers and coaches, and pre-service teacher training institutions overseen by the MTHE.

*C. Train, recruit, retain and support excellent educators to deliver foundational learning.*

The strengthened instructional core will be complemented by a teacher upgrading program and a continuous professional development (CPD) program for foundation level teachers to provide them with the know-how, pedagogical methodologies, and ongoing support they need to use the aligned materials, including the daily lesson plans and TLM, in the classroom. In-service training for teachers will incorporate gender-transformative pedagogy and inclusive education.<sup>11</sup> Further integration into the instructional core will be carefully considered. Teachers in the country are already using mother tongue to support the acquisition of literacy in English (for instance, to help children build their vocabulary). CPD design and delivery will involve the TSC, relevant units from the MBSSE, and technical assistance as needed to design and deliver the training and CPD at the central level and then to teachers at the district level. Likewise, preservice will be upgraded to enhance the teaching skills and approaches of new foundation level teachers. The TSC-supported Teacher Management Integrated System (TMIS) will be adapted to track teacher completion of the upgrade program and monitor teacher participation in the foundation-level CPD. The TMIS data will be integrated into teacher career development to help incentivize teachers to deliver foundation level literacy and numeracy more effectively.

*D. Increase the use of data and technology to support foundational learning and education service delivery.*

The MBSSE's commitment to the use of data and data-innovation for transparency and system strengthening is recognized by SL-LEG partners, as is the ministry's determination to better integrate the use of data in the education system to drive efficiency, equity, and quality. To support the reform, MBSSE will work to align its One Tablet per School (OTPS) initiative to enable routine monitoring of the delivery of the instructional core materials at the school and classroom levels, tracking the deployment of supported teachers, monitoring services directed to Radical Inclusion groups, and rolling-out a classroom observation tool targeting foundational teaching. In addition, MBSSE will accelerate its development of data dashboards for central and district level monitoring of the reform and enhance the one-stop data shop to reinforce foundational learning efforts. The MBSSE will further strengthen its one-stop data shop to collect data and build digital tools to generate actionable data and information to share with the relevant stakeholders, including the Paramount Chiefs, School Management Committees, parents, teachers, and other school and district-level actors to enable them to understand the reform and support its goals and effective implementation. Further, the MBSSE will ensure strengthened data sharing between the Deputy Directors of Education and the Teacher Service Commission.

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<sup>11</sup>Competently trained and supported teachers, especially female teachers, are critically important for building foundational skills, including socio-emotional competencies. For this reason, professional development will not only focus on strengthening technical and pedagogical abilities but also on helping teachers counter any reproduction of negative norms in the classroom that could contribute to discriminatory attitudes or that could make the learning experience unsafe or traumatizing.

*E. Strengthen governance, management, and accountability for performance on foundational learning.* MBSSE and partners recognize that the reform's biggest challenge is effective implementation. This, in turn, will depend on good governance, support and alignment of development partners, and strengthened capacity at the central and district levels to help schools to deliver foundational learning. Regular (i.e., quarterly) stock take reviews of the reform will be carried out with the Foundational Learning Steering Committee (the SC), the senior leadership of MBSSE, TSC, and LEG partners to monitor and improve the implementation of the reform. These stock take exercises will incorporate evidence generated by the routine monitoring to enable the steering committee to guide course corrections as needed to achieve the goals. Furthermore, this pillar will also undertake additional efforts to strengthen governance at the district level, including through education coordination meetings that involve local councils and local education partners. MBSSE will also establish internal and external communication mechanisms to promote foundational learning across the schools and across the country (see further on governance arrangements and on learning and adapting, below).

### ***Complementary Investments to Reinforce and Sustain the Reform***

Government and country partners also recognize that the effectiveness of the priority reform will be enhanced and sustained over time as other barriers to foundational learning are addressed through complementary investments in the short to medium term (see Figure 2). A number of these barriers and activities to overcome them were identified in the ESP. MBSSE, with funding support from its partners, is committed to overcoming these barriers by implementing initiatives such as the following, to buttress the five pillars of the priority reform:

- Provide school meals to pre-primary and primary students in vulnerable communities<sup>12</sup>
- Recruit qualified candidates, especially women, into pre-primary and primary teaching
- Provide every school with a first-aid kit and school safety protocols checklist
- Provide bridge programs, such as accelerated learning, that prepare out-of-school children for entering or resuming their schooling at the appropriate grade
- Ensure that all new school infrastructure, including WASH facilities, will be accessible
- Provide welfare and hygiene packages for vulnerable girls in government-assisted schools
- Provide incentives to encourage qualified teachers to serve in remote communities
- Provide annual screening (in partnership with specialised ministries) to identify and provide support for pre-primary and primary age children with special needs
- Provide assistive devices (physical, hearing, vision) support to learners with special needs
- Provide gender-appropriate accommodations to learners with special needs

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<sup>12</sup> The Government and partners realize that the nutritional condition of children at home greatly affects their ability to learn. Chronic hunger is a large barrier to transform education systems. Therefore, the government will prioritize investing and building new partnerships to alleviate short term hunger in children in pre-primary and primary education.

- Provide counselling and psychosocial support to students, especially pregnant girls and victims of sexual and gender-based violence
- Rehabilitate classrooms or build new ones based on the school catchment area targeting
- Provide infrastructure support grants to below-standard schools
- Relocate students and teachers away from disaster-prone locations

MBSSE, along with partners, have already been undertaking some of these initiatives. Activities are underway to identify and enroll out of school children (supported by e.g. UNICEF and the World Bank), provide better water and sanitation facilities in schools (supported by e.g. JICA), undertake new classroom construction (with planning support by FCDO and the Multi-Donor Trust Fund), and expand school feeding (supported by e.g. the World Bank, WFP/JICA, PLAN International, and DSI).

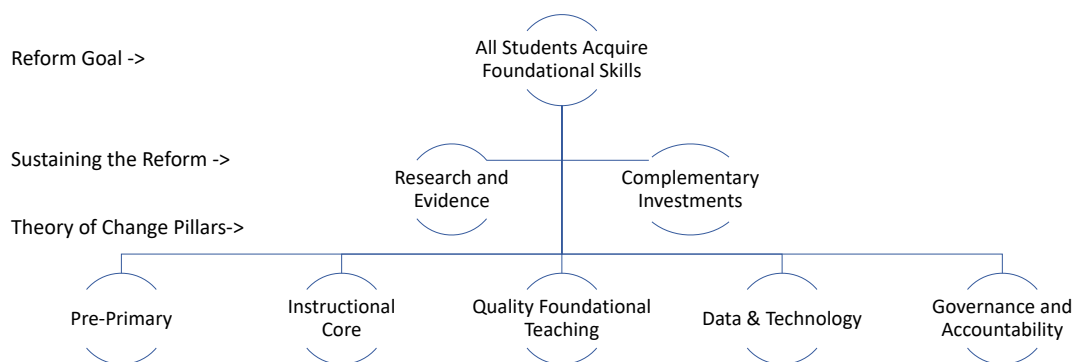
### ***Research and Evidence Generation***

MBSSE and MTHE are committed to further transforming themselves into institutions with a strong learning culture and organizational self-awareness. This will require adopting learning from its own experience and from the experiences and best practice of other countries and sectors, and transfer knowledge quickly and efficiently throughout the organization as core operating principles.

MBSSE and MTHE have already started the process of transformation to a learning organization by making monitoring, research and learning a priority in the ESP. In line with this commitment, the Ministries will use their existing structures to institutionalize regular monitoring of the reform as well as carry out external evaluation of the Compact and commission research on key topics detailed in the ESP, including:

- The link between performance in the national learning assessment (class 2 and 4) and the NPSE
- Role of school leadership in improving teacher performance and student outcomes
- How teachers and school leaders interpret and implement the radical inclusion policy
- Understanding factors that influence success in national transition examinations and the early grade assessments

The MBSSE and MTHE will continuously review its successes and failures, assess them systematically, and record the lessons. Furthermore, they will continue to look outside their immediate environment to gain new perspectives and learn from other education systems that have been successful in rapidly raising foundational learning outcomes at scale. To ensure that this learning is translated into actions, they will put in place structures that spread knowledge quickly and efficiently throughout the system. These structures will include mechanisms like, regular reports shared with key stakeholders inside and outside the ministries, site visits and tours, personnel rotation programs, education and training programs, and standardization programs.



**Figure 2: Delivering and Sustaining Foundations of Learning for All**

### ***Governance arrangements***

MBSSE, in coordination with MTHE and other SL-LEG members, will be responsible for the Foundations of Learning for All reform, with the TSC having a leading role in the formulation and provision of the in-service and CPD initiatives for foundation level teachers (see Figure 3, below). The Foundational Learning Steering Committee (SC) under the chairmanship of the Minister of MBSSE, will be responsible for coordination, oversight, and monitoring of the reform.<sup>13</sup> Within MBSSE structures, the Chief Education Officer (CEO), through the Policy and Planning Directorate, and the SQAMR Directorate and potentially other directorates will oversee implementation of the five pillars. The Steering Committee will include the Minister of MBSSE, a representative of MTHE and Teaching Service Commission (TSC) as well as the Directors from the relevant directorates, along with SL-LEG representation. The SC will serve as a platform to review current activity progress and to align future initiatives and funding of all SL-LEG partners to keep the reform on track.

Given that basic education is decentralized in Sierra Leone, MBSSE's outreach and support to schools will be devolved to the District Education Offices (DEOs), which will be working in collaboration with the Local Councils and the district-level offices of the TSC. Furthermore, the MBSSE and TSC district staff will use the digital data dashboard to support the schools on delivering foundations of learning based on the data collected. At national level, the Policy and Planning Directorate, the SQARM Directorate, and the TSC will collaborate on execution and strategic planning through the SC to support the districts to overcome the challenges highlighted in the data.

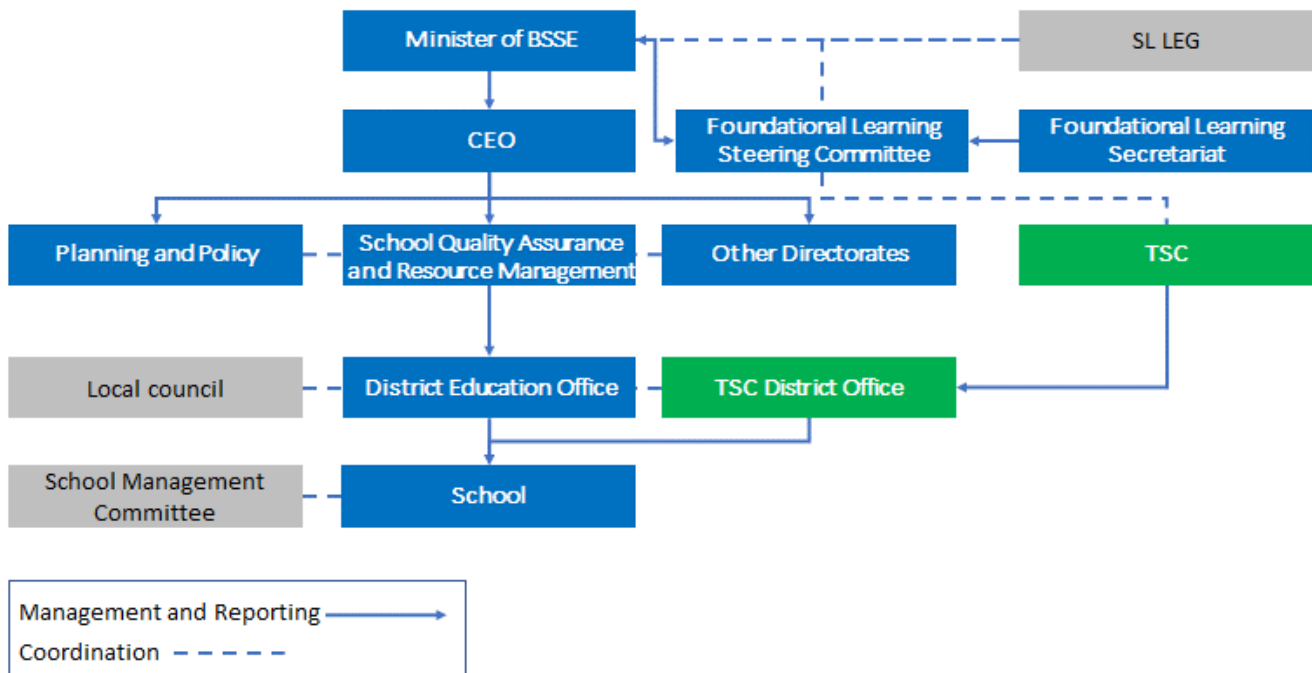
In addition, This Compact proposes the creation of a secretariat embedded in the MBSSE responsible for supporting the work on foundational learning and the SC, enabling regular briefings with the ministries' leadership and the SL-LEG, making sure that information on the implementation and outcomes from the reform flows from the schools to the districts and the

<sup>13</sup> The Steering Committee will include the Minister of MBSSE and MTHE and decision-makers from across the relevant directorates along with SL-LEG representation.

national government and vice versa. The Delivery Team<sup>14</sup> in the MBSSE, reporting directly to the Minister and the rest of the Ministry Leadership, could coordinate such a secretariat, embedding resources directly into the ministry and working closely with the directorates to help them deliver on their mandates.

**Learning and Adapting**

Once launched, a critical stage of the compact approach is to learn and adapt at regular intervals, at least quarterly. This involves jointly reviewing data on compact progress among all actors supporting the priority reform and other education stakeholders. In this phase, it is possibly to make course corrections and adapt the interventions to achieve a higher impact on foundational learning outcomes. This should happen in real time as learning data is collected and in connection with evaluation and joint sector reviews.



**Figure 3: Governance Arrangements**

<sup>14</sup> The MBSSE Delivery Team was approved by the Government of Sierra Leone through its cabinet secretariat, with executive clearance from the Office of the President.

## 7. Enabling Factors for System Transformation

There are four enabling factors that have been identified by GPE as necessary for system transformation. The SL-LEG has carefully assessed these in the Sierra Leonean education sector context and ranked them on a scale for low to high priority. Here is the SL-LEG's assessment of the priority of the enabling factors, which the Independent Technical Assessment Panel has confirmed.<sup>15</sup>

Enabling Factor	Priority
Data and Evidence	High
Gender-Responsive Planning, Policy, and Monitoring	Medium
Sector Coordination A: Inclusive Sector Dialogue and Coordinated Action	Low
Sector Coordination B: Coordinated Financing and Funding	Medium
Volume, Efficiency and Equity of Domestic Financing	High

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<sup>15</sup> On the high prioritization of Data and Evidence, from Sierra Leone's own review of the enabling factors: [Improving this enabling factor] is necessary to track progress toward the policy outcomes. Without more granular and frequent data collection, Sierra Leone cannot track if it is making progress and, if necessary, adapt its approach accordingly. Having this data is also central to enabling accountability on the school level by the central government, school quality assurance officers and the local communities as well as for targeted support for underperforming schools.

It also becomes hard to do meaningful sector monitoring without granular data on whether learning goals are being met.

The priority is set as high since current GPE support has helped lay the foundation for the data systems, but there is not a concerted plan from either the government or donors on building Sierra Leone's new education data infrastructure and improving use of data for decision-making. It may be partially encompassed in the additional financing for the FREE project announced by the World Bank, but that will only be finally approved in April 2023.

On the high prioritization of Volume, Efficiency, and Equity of Domestic Financing: To meet its high education ambitions, Sierra Leone must maintain a high level of spending on education, and, equally importantly, ensure that such spending creates the most impact toward those very ambitions. Sierra Leone must shift the emphasis of its spending to focus more on pre-primary and primary education and to capital investment. Moreover, the country must link spending to the achievement of its inclusion and learning outcomes priorities. The priority is set as high since currently the World Bank supports the public expenditure review process, but there is no targeted support for long-term budget planning of the government's education spending nor for linking it with increased accountability and performance. In short, there is no support for helping implement the recommendations that such reviews formulate.



### ***High Priority Enabling Factor: Data and Evidence***

Improving the production, management and use of data and evidence has been central to Sierra Leone's education system transformation in recent years and remains essential for achieving the priority reform. As mentioned, several key components have already been professionalized, including the development of an integrated merged database enabling tracking of EMIS data from 2015-2021 at the school level, the integration of this data into planning and policy making, and the use of real time data on what's happening in classrooms at secondary level.

However, more work is needed to ensure that Sierra Leone has the right people, processes, and technology in place to unlock the potential of data and evidence. The next key step will be to create a more unified system of education data in Sierra Leone; improve the processes of data collection, synthesis, and use; and, crucially, to improve the capacity of all stakeholders to turn data into actions.

While the goal remains a 'one-stop shop' for education data, a unified system does not mean that one-dashboard and one data collection app will cover all data requirements. Given that the Sierra Leone's education system is complex with many components, the data system will also be designed to incorporate these multiple components with clear coordination across the parts.

However, it is a central pre-requisite that the components are unified around a database, with linked components designed to complement (and verify, not duplicate) the annual school census to support different parts of the decision-making process. To achieve this, the system will explicitly differentiate between data to improve central/district planning and data to improve teaching and learning – with the latter being a key focus area in the priority reform.

This ambition is set out in the ESP, which proposes the establishment of an Education Data Working Group (EDWG) with membership of all individuals responsible for education data. The EDWG will be co-chaired by the Director of Planning and Policy of the MBSSE, the Director of Technology and Innovation of the MTHE and the TSC. A key decision by the EDWG will be the timescale for the establishment of a central database into which all other databases will feed and the management and administration of the same. The EDWG will bring together all government entities that collect education data, including the Ministry of Finance, Ministry of Health and Sanitation and the Ministry of Women and Children's Affairs and Statistics Sierra Leone. In addition, it will include the donor partners supporting education programs that collect data. In endorsing this compact they have also renewed their commitment to support the data harmonization efforts, which is also a priority repeatedly raised in government-donor coordination discussions.

The overall remit of the EDWG is to integrate the many different sources of data that are currently highlight fragmented.<sup>16</sup> The goal will be to continue the work of integrating the periodic data collection of the education sector (e.g. annual school census, transition examinations, widescale

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<sup>16</sup> McBurnie, C., & Beoku-Betts, I. (2021). Mapping the education data ecosystem in Sierra Leone [Working Paper]. EdTech Hub. <https://doi.org/10.53832/edtechhub.0068>

learning assessments) with ongoing data collection (e.g. teacher and student attendance, school safety, regular learning outcomes assessments) into a one-stop shop, as also described in the analysis of the enabling factors. This will, among many other planning decisions, enable underperforming schools and schools with a high risk of drop-outs can then be targeted directly for support within a much shorter timeframe than the annual stocktakes, which often can take months to complete.

The immediate next steps will flow alongside the compact development. The two Directors of Planning will convene the education data working group, which will seek to develop overarching policy guidelines, and implementation plan for endorsement by both Ministries on how to build the unified data-system and develop and implement the process and guidance that will underpin it. This process is already underway, and high-level principles and suggested next steps for this group have been developed for discussion at the first meeting.

As Sierra Leone looks to increase its ownership of the data-system – which is essential for its sustainability - more people and resources will be added to support the work of the directorates and to help execute the work plan, including via the System Capacity Grant (SCG) as detailed below. Work has already commenced to train key ministry members, which can be scaled up with the SCG.

To facilitate this, the MBSSE and MTHE will identify the roles and capacity needed for implementation and to ensure that the vacancies are filled to create an effective and informed data management unit for the ministries to make decisions and inform the teams. The management process will also include initiatives to ensure that the ministries and the TSC have the capacity to manage the infrastructure (ideally cloud-based), manage data security (including access management), and manage internal and sub-contracted upgrades to the core technology (e.g. improvements to dashboards to reflect the requests from users).

Alongside this central/district level technology-management team, there is a need for the wider support to other people who may be data collectors, or data users – this will require training and support to turn data into actions at all levels – from DEO training on data driven prioritization of infrastructure, to developing communities of practice around improvements to pedagogical practices based on lesson observations. This will be supported by the System Transformation Grant and build on the current work to achieve the same goals funded by the GPE's education sector program implementation grant (ESPIG) that sought to integrate the data collection through the Situation Room into the regular EMIS structure.

One key central principle of the unified system is that Information should flow two ways: those who collect the data, especially teachers, school leaders and families, should be users of data and recipients of data analysis too. This process will be consultative with the system being built out through a series of discussions with data users to identify their data needs to further improve the central school census dashboards and the ASC app. In support of this principle, the ministries will continue to build new digital and SMS-based tools that share education data directly with students, families, and communities.

Finally, to allow for child level support through data systems, the government will start planning for digital learner IDs, which will be trialed through the one tablet per school initiative attendance monitoring applications by the end of 2022. This is expected to serve as the foundation of further improving the system to allow for targeted interventions to improve teaching and learning – through established methods such as Teaching at the Right Level – with teachers and support officers able to identify.

The government considers that addressing the factors that make Data and Evidence a high priority enabling factor are technical in nature but need investment in people and processes to solve them. There is already strong political will to address them and a lot of government time and resources have already been invested in preparing the ground for better use of data. It is therefore not proposed as a candidate for the System Transformation Grant top-up mechanism.

### **Specific steps to address the bottlenecks identified in Data and Evidence**

The government intends to use the System Capacity Grant to:

- Employ additional technical staff in the EMIS unit of the MBSSE Directorate of Policy and Planning and the Directorate of Technology and Innovation in the MTHE with a clear plan to transferring them into the ministries staffing cadres. They will form the core part of the secretariat of the EDWG.
- Support MBSSE and MTHE staff to upskill through remote and international training to acquire the competencies necessary to operate the overall system and to ensure it can be continually maintained and updated as needed.
- In-source technical experts who will be embedded in the MBSSE and MTHE to work with the Directorate of Policy and Planning and the Directorate of Technology and Innovation to address this enabling factor
- Draw on additional technical support to the MBSSE and MTHE from national and international specialists as needed to help build the database infrastructure and interfaces that allow for effective data-driven decision-making.
- In-source trainers to build the capacity of relevant MTHE and MBSSE staff to build a culture of using data to improve learning outcomes, raise the efficiency of government spending, and ensure adherence to government standards.
- Support the MBSSE and MTHE to further advance the development of existing data tools for sharing pertinent education data with students, teachers, and communities.

The government intends to use the System Transformation Grant to further strengthen data systems to drive foundational learning.

- Build the data collection infrastructure that will feed into the tools for collecting and sharing regular learning outcomes data, including relaying data from the foundational learning observation tools to a central database. This includes:
  - Building data collection tools
  - Setting up databases and dashboards for high-frequency, child-level data
  - Training data collectors
  - Facilitating the logistics of data collection
  - Training district education officers on making data-driven decisions and observing lessons

- Building communities of practices around pedagogical practices based on lesson observations

The above the interventions and tools listed will enable regular stock takes at district and national level supported by detailed process to determine actions needed to support schools based on data. As a result of these stock takes the government can then decide on further target setting and targeting of technical support.

Other support for addressing the enabling factors data-driven improvements in learning.

- The GPE's ESPIG provides support for a data collection mechanism to integrate the Situation Room with the EMIS and establish information feedback systems for schools and communities. The lessons from this will inform the future work.
- FCDO already provides systems strengthening support for education data management, including for example the integration and digitalization of the annual school census 2015-21. This support is expected to continue under the current program and its successor, which has been advertised in October 2022.
- EU has supported the development of a joint EMIS system that combines education data from both the MBSSE and MTHE, which can inform the development of the one-stop shop.

### ***High Priority Enabling Factor: Volume, Efficiency and Equity of Domestic Financing***

Domestic financing of education has already benefited from a very significant increase since 2018, reaching and exceeding the 20% of domestic spending benchmark. The SL-LEG's and Independent Technical Assessment Panel's ranking of it as a high priority thus rests on the efficiency and equity of the domestic spending.

There is a need to re-orient domestic education budgets to explicitly support the priorities in the ESP and Sierra Leone's other education policies, including Radical Inclusion. In addition, there needs to be a thorough assessment of the distribution of current spending and its impact, e.g. if pre-primary education should receive a relatively larger share of the education budget than it currently does. Sierra Leone needs to assess which parts of its education spending help advance its priorities for learning outcomes and radical inclusion the most and adjust its budget accordingly. Further, Sierra Leone needs to establish mechanisms to help ensure the sustainability of policies and programs in the reform protecting the public budget for key expenditures, such as materials that comprise the Instructional Core.

Similarly to the data and evidence factor, the proposed approach is to create a working group with representatives from the two education ministries, the Ministry of Finance and the Ministry of Planning and Economic Development and other education finance stakeholders. This working group would review the recommendations from public expenditure review and other analyses of education sector spending and decide on an implementation plan and timetable for key recommendations. In fact, such work has already started as President Julius Maada Bio has gathered key stakeholders to review the long-term sustainability of education financing.

Following the internal review, the government will engage donor partners in discussion about investing in areas that currently receive less investment than their potential impact on the sector merits and to ensure that the priorities in the Education Sector Plan are covered. One immediate area of additional investment is the implementation of the Radical Inclusion implementation plan.

The government considers that addressing the bottlenecks that make Volume, Efficiency and Equity of Domestic Financing a high priority enabling factor are both of a technical and political nature. There is already strong political will to maintain, and potentially increase the already high level of domestic financing of education, but tying a top-up of the full System Transformation Grant to ambitious, but realistic reforms that improve the equity and efficiency of this spending would provide a powerful incentive.

### **Specific Steps to Address Volume, Efficiency and Equity of Domestic Financing**

The government intends to use the System Capacity Grant to

- Employ additional technical staff in the MBSSE who will be directly responsible for budget analyses and liaison with the Ministry of Finance with a clear plan to incorporate them into the staffing cadre of the Ministry.
- In-source technical specialists who will be embedded in the MBSSE to support budget analyses and reform process
- Engage additional expertise from Sierra Leone and from international organizations to reinforce these budgetary reforms to improve efficiency and equity of financing.

The government suggests that the two following triggers be applied to trigger the top-up:

**Trigger 1: Improve budget execution rate**

- Area: Efficiency
- Amount of top-up triggered: 50% (10% of total STG)
- Rationale: Improving budget execution has been highlighted by the World Bank Public Expenditure Review as a key component of improving the efficiency of education spending. An internal budget review in the MBSSE has also highlighted it as a key constraint on effective service delivery. By improving budget execution, the predictability and regularity of education spending will be improved, allowing for effective planning, and removing delays in service delivery throughout the year.
- Trigger: Increase the percentage of budget spent by the MBSSE.<sup>17</sup>
- Calculation method: Internal Ministry of Finance audit of annual budget expenditures. These are typically available in April after the calendar year being considered.
- Baseline: 78% (2019)<sup>18</sup>
- Mid-term target: 85% in 2023. This implies that when budget accounts for 2023 are closed the execution rate for 2023 will be at least 85%. This will be ascertained in the first half of 2024.

<sup>17</sup> This will be further narrowed to primary education budget if possible. Current budget analyses look at budget execution on a ministry level, so there is not yet a baseline value for primary education. If possible, this target will be updated to focus on primary before submission to the affirmative vote by the GPE board.

<sup>18</sup> The baseline of 78% in 2019 is for the most recent year reported in the 2021 Sierra Leone Public Expenditure Review.

- Reference: Annual internal MBSSE budget process reviews and Sierra Leone Public Expenditure Review 2021 (The World Bank).

**Trigger 2: Incorporate learning outcomes and learner disadvantages in teacher allocation mechanisms**

- Area: Equity
- Amount of top-up triggered: 50% (10% of total STG)
- Rationale: Foundational learning outcomes vary considerably by district in Sierra Leone. Typically, the poorer and more remote districts fare worse. Boys consistently outperform girls. Allocating disproportionately more qualified teachers to disadvantaged districts, namely those districts with below-average learning outcomes or those that serve relatively higher numbers of children in radical inclusion groups, will help improve outcomes for learners in these districts and increase equity in the system. The World Bank’s 2021 Public Expenditure Review highlighted the disparity in learning outcomes by gender, economic group, and location as a key issue and highlighted the lack of qualified teachers as a root cause.
- Trigger: The trigger would have three components:
  - The Teaching Service Commission publishes a new protocol that prioritizes the allocation of newly qualified teachers to disadvantaged districts, that is, districts with lower learning outcome levels and/or higher numbers of learners from radical inclusion groups.
  - MBSSE publishes a list of disadvantaged districts that would be targeted under this new teacher allocation protocol. This will be based on the 2021 EGRA/EGMA study which collected outcomes data in all districts or the 2022 baseline for the Education Outcomes Fund which also covered all districts unless more fine-grained learning outcomes data becomes available.
  - The TSC implements the new protocol to increase the share of qualified teachers allocated to disadvantaged districts in its allocation of newly hired teachers.
- Calculation method: Proportion of newly qualified teachers allocated to targeted districts (disadvantaged districts) compared with proportion of newly qualified teachers allocated to non-targeted districts.
- Baseline: No protocol exists for teacher allocation decisions based on learning outcomes or on radical inclusion policy. No indicator exists for measuring the disadvantage level of districts based on these two factors.
- Mid-term target: The proportion of newly qualified teachers allocated to targeted (disadvantaged) districts will be measurably higher compared with the proportion of newly qualified teachers allocated to non-targeted districts. The teacher allocations for 2023 will be reviewed in the first half of 2024.
- References: Sierra Leone Public Expenditure Review 2021 (The World Bank), MBSSE’s commissioned report by the Education Partnerships Group, “Systems-Level Analysis of Education Service Delivery in Sierra Leone,” April 2020, and the UNICEF supported 2021 EGRA/EGMA study.
- UNICEF and World Bank support the ongoing public expenditure reviews
- World Bank (FREE project), FCDO, WEI, Fab Inc and the EdTech Hub support the teaching service commission in developing new models for teacher allocation and incentivization

## 8. Alignment of Government, Partner and GPE resources

Sierra Leone is already committed to investing in Foundations of Learning for All, including, as mentioned, as a key focus of the ESP. Further, the FQSE program is investing heavily in removing school fees, increasing teacher salaries, and removing other barriers to accessing education. Various partners are also supporting government's efforts. Figure below provides expected government and key donor financing available for education sector between 2022 and 2026 along with indicative allocations to priority reform areas.

Funding Source	Amount US\$ Mn	A	B	C	D	E	Complementary Investments to Reinforce and Sustain the Reform
		Raise children's readiness to learn through targeted pre-primary	Strengthen the instructional core for foundational learning	Train, recruit, retain and support excellent educators to deliver foundational learning	Increase the use of data and technology to support foundational learning and education service delivery	Strengthen governance, management, and accountability for performance on foundational learning	
Government of Sierra Leone (GoSL)*	491.8	✓	✓	✓	✓	✓	✓
GPE System Transformation Grant (STG)	22.5	✓	✓	✓	✓	✓	
GPE System Capacity Grant (SCG)	2.6				✓	✓	
GPE Multiplier**	15.0	✓	✓	✓	✓	✓	
LEGO Foundation***	10.0	✓		✓			
World Bank Additional Financing	40.0		✓	✓	✓	✓	✓
Education Above All (EAA)	15.0					✓	✓
Education Outcomes Fund (EOF) - SLEIC	18.0					✓	✓
Education Outcomes Fund (EOF) – Pre-Primary	TBD	✓				✓	✓
European Union	TBD					✓	✓
Foreign and Commonwealth Development Office (FCDO)	TBD					✓	✓

\*total financing available for education sector (including secondary education)

\*\*up to

\*\*\*announced but not yet committed

The critical institution for coordinating this work at a high-level is the SL-LEG, led by the MBSSE and MTHE, and on a daily basis will be the Steering Committee and its secretariat.

For a list of programs supporting the foundations of learning and education sector please see annex II.

## 9. Monitoring, Evaluation, and Learning

Foundational of Learning for All will require a highly developed and well-implemented monitoring and evaluation framework. M&E activities will focus on inputs, processes, and outcomes. In the implementation planning phase, a detailed framework for M&E will be developed in line with the ESP M&E framework that will include overall objectives, intermediate results indicators, baselines and target values, frequency, data source methodology, and responsibilities for data collection.

At the highest level, policy direction and oversight will be carried out by the Steering Committee. The committee will review the overall performance and decide on important adjustments as needed to achieve the goals.

At the operational level, the Ministers and the Senior Management of the MBSSE and MTHE will have overall responsibility for holding the directorates and agencies to account and ensuring the delivery of the reform with the Steering Committee providing a coordinating function.

The M&E will require regular online reports throughout the implementation process based on:  
(a) an annual work plan on implementation, including detailed activities at the various levels and  
(b) monthly or quarterly progress reports detailing achievements under each activity, progress on each of the indicators in the M&E framework, and analysis of identified gaps and next steps.

The overall performance of Foundations of Learning for All will be assessed regularly, including through Steering Committee Meetings and stock takes with the SL-LEG.

At the district/local council level, progress on the Foundations of Learning for All will be measured by the Deputy Directors of Education (DDE). With the school tablets, schools and head teachers will be able to provide data directly to the districts and the MBSSE.

Progress on key indicators will also be included in reporting on the ESP, which will be evaluated at the annual joint education sector reviews. Furthermore, as mentioned, as data is collected it must flow back to all those parties engaged in ensuring the program's goals, especially local-level actors such as students, parents, teachers, principals, SMCs, local education committee members, local councils, and other district education actors.

The table below summarizes an initial overview of the key performance indicators for Foundations of Learning for All. The indicators are aligned to ESP monitoring and evaluation framework, thereby ensuring that the priority reform ensures progress to the ESP objectives. The baseline value for new initiatives launched by this reform will be '0' and the detailed targets will have to be determined in the System Transformation Grant application phase.



No.	Indicator Name	Disaggregation	Baseline (2021)	Year 5 (ESP Target)
<b>Goal: Improved foundational level learning for all children</b>				
1	Share of P2 and P4 students who meet and exceed minimum benchmarks in English and Mathematics	Gender	N/A	TBD
<b>Strengthen the instructional core for foundational learning</b>				
2	Percentage of classrooms being taught using the new foundational learning curriculum	P1 – P4	0%	TBD
3	Material to pupil ratio for core TLM in government and government-assisted schools	P1 – P4	1.56 : 1	1:1
<b>Recruit, retain and support excellent educators to deliver foundational learning</b>				
4	Pupil-Qualified-Teacher Ratio (PQTR)	P1 – P4	60:1	45:1
5	Average number of CPD support visits received by teachers	P1 – P4	0	TBD
6	How well teachers are distributed relative to where students are enrolled (GPE R Squared Measure),	National (Primary)	36%G	40%
<b>Provide data-enhanced monitoring and support to schools</b>				
7	Gender Parity Index, Primary	P1 – P4	1.04	1.00
8	% of schools that report at least one coaching and support visit during the term	Districts	0	TBD
9	% of primary schools head teachers submitting data using tablets	Districts	0	TBD
<b>Align key components of the education system on foundational learning</b>				
10	Number of “stock take” meetings conducted at national and district levels	District	0	TBD
11	Number of publicly available reports/communications on progress of Delivering the Foundations for Learning for All	N/A	0	TBD
12	Number of district education offices with enhanced capacity	Districts	0	TBD
13	% of districts and national staff using dashboard to update action plans based on school level learning data	(Nation, District)	0	TBD
<b>Raise children’s readiness to learn through targeted pre-primary</b>				
14	Number of additional children from Radical Inclusion groups enrolled in quality pre-primary	Gender	N/A	TBD
15	Number of new pre-primary classrooms in targeted locales	Districts	N/A	TBD

No.	Indicator Name	Disaggregation	Baseline (2021)	Year 5 (ESP Target)
16	Number of new pre-primary teachers qualified by pre-service program	Gender	N/A	TBD

## 10. Statement of Endorsement by Major Donor Partners

The Sierra Leone GPE Compact has been developed jointly by the education sector partners under the leadership of the Government of Sierra Leone through the MBSSE and MTHE. We have agreed to mobilize efforts to improve foundational learning outcomes and all that pertains to this objective to transform the education sector in Sierra Leone.

We shall work together around this priority, mobilize resources, and strengthen interventions to support efforts to contribute to this goal.

Name	Institution in Sierra Leone	Role
Mari Shojo	World Bank	Senior Education Specialist
Stephen Harvey	Foreign, Commonwealth and Development Office	Education Adviser
Mario Caivano	European Union	Team Leader, Economy and Social Sector
Carol Hannon	Irish Aid	Head of Development
Celeste Staley	UNICEF	Chief of Education
Lesley Patricia Holst	Lego Foundation	Initiatives Lead, Africa & Asia

## Annex I: Ongoing Partner Support for Education in Sierra Leone

Major education programs currently supporting activities related to the Delivering the Foundations of Learning for All priority reform

Organization	Project Name	Start	End	Budget (US\$ M)	Description
World Bank and Multi-Donor Trust Fund (World Bank, EU, FCDO and Irish Aid)	FREE Program	2020	2025	66	Supporting both primary and secondary education with a focus on (a) policy, governance, accountability, and system administration; (b) teacher management and professional development; (c) school-level education development; and (d) program management, coordination, and M&E
World Bank and Multi-Donor trust Fund and Education Above All	FREE Program – 2 <sup>nd</sup> Additional Financing	2023	2027	55	(a) Improving learning, especially foundational learning, (b) increasing access to education for all children, and (c) supporting out-of-school children  The 2 <sup>nd</sup> additional financing will fund several priority interventions identified as part of the World Bank Accelerator Program and must be closely aligned with this compact.
Foreign and Commonwealth Development Office	UKAID Education Program	2016	2022	-	Although focused on secondary schools, FCDO is funding research, capacity building, and innovative financing initiatives, for example, the Education Workforce Initiative collaboration with the TSC.

UNICEF on behalf of GPE	Building Strong Foundations for Learning	2018	2023	17	<p>(a) A \$17.2 million grant from GPE aims to improve reading and math outcomes in early grades, expand early childhood development opportunities, improve instructional skills of teachers related to early grade reading and math, provide teaching and learning materials, and improve data collection and monitoring</p> <p>(b) Existing in-service training is funded by UNICEF and GPE and focuses on early literacy and numeracy.</p> <p>(c) UNICEF is also involved with developing content and programming for Sierra Leone's radio-based distance teaching program</p>
UNICEF	Country Program	2022	23	10	<p>(a) government has improved evidence and strengthened capacity;</p> <p>(b) improved coverage and quality of early childhood learning and development;</p> <p>(c) improved quality of basic education; and (d) adolescents, particularly girls, have improved access to opportunities to develop skills for learning and active citizenship.</p>
European Union	Support to Education in Sierra Leone	2024	2026	Up to 40	<p>The content of this Action still needs to be identified and formulated with national authorities. Main general expected results would be:</p> <ol style="list-style-type: none"> <li>1) Improved access (attendance and retention) to primary and secondary education,</li> <li>2) Strengthened TVET to better match human capital to the labor market and enhance employability</li> <li>3) Increased efficiency, effectiveness and resilience of education system to provide quality education</li> </ol>
European Union	Nature Nourishes	2024	2026	Up to 20	<p>The programme will use a results based approach with environmental objectives. The programme – currently still under formulation - will include 3 main components: 1) promoting the awareness and engagement towards the conservation of the environment, 2) enhancing public service delivery and accountability 3) developing livelihood opportunities and environment-friendly production methods. The second component will also support the implementation of the National School Feeding Policy by promoting the development of local farmers, producers and the community.</p>

Education Outcomes Fund	Sierra Leone Education Innovation Challenge	2022	2025	18	324 schools will receive outcomes-linked support for improving foundational learning outcomes from five different non-state service. The results will generate important context specific evidence for which interventions to scale up.
Catholic Relief Services	McGovern-Dole International Fund for Education and Child Nutrition Program phase 4	2018	2022	25	The program strives to reduce hunger and improve literacy and primary education. It provides nutritional support to communities in Sierra Leone's Koinadugu and Falaba districts through nutritious meals at intervention schools each school day, as well as take-home rations to pupils who demonstrate high academic performance and to teachers who support the program's after-school activities, such as health and reading clubs. The program also seeks to improve pupils' educational outcomes through the provision of teaching and learning materials; the creation of after-school reading clubs; literacy training and coaching for teachers and school administrators; and school infrastructure improvements, including the creation of school gardens as a touchstone for community contribution and engagement. In addition, the project works with local communities to create and strengthen school management committees (SMCs), community teacher associations (CTAs), mothers support groups (MSGs), and savings and internal lending communities (SILC).
World Food Program on behalf of Gov't of Sierra Leone and Japan	National School Feeding Program	2022	2023	3	Access to adequate, safe and nutritious food for primary school children in targeted schools in food-insecure chiefdoms
Teach for Sierra Leone		2020	2024	9	Teach For Sierra Leone is a locally led and governed non-profit organization that seeks to attract, recruit, and develop a cohort of future leaders with a passion for ending educational inequity in Sierra Leone.
UNICEF on behalf of Irish Aid		2021	2022	0.8	Updating the 2016 out-of-school children studies, development of Out-of-School Strategy

UNICEF	Project GIGA	2021	-	TBD	UNICEF-ITU initiative to connect every school to the Internet and every young person to information, opportunity and choice
UNICEF	Learning Passport	2022	-	TBD	A new solution designed to close the learning poverty gap, the Learning Passport is an online, mobile, and offline tech platform enabling high quality, flexible learning.
TBD	Adopt-a-school	2022	-	TBD	A MBSSE pilot to connect schools directly with potential benefactors

**Program activities with the MBSSE, TSC and MTHE through current or planned programs focused on the core activities identified in Delivering the Foundations of Learning For All priority Reform**

Focus	Donor	Government Entity	Implementing Partner	Project Name	Start	End	Description
Pre-primary: Pedagogical Core	LEGO Foundation	MBSSE and TSC	BRAC	Technical Assistance	2021		Technical assistance to integrate play-based learning across pre-primary education, including in teacher competency framework
Pre-primary: Pedagogical Core	GPE	MBSSE	UNICEF	Building Strong Foundations for Learning	2018	2023	TBD
Pre-primary: Access	GPE	MBSSE	UNICEF	Building Strong Foundations for Learning	2018	2023	Expansion of preschool classes in primary schools and community-based early childhood education
Primary: Pedagogical core	LEGO Foundation	MBSSE and TSC	Right To Play	Technical Assistance	2021		Technical assistance to integrate play-based learning across primary education,

							including in teacher competency framework
Primary: Pedagogical core	Multi-Donor Trust Fund	MBSSE and TSC	FREE Secretariat	Curriculum reform.	2020	2025	This project will provide support to enable the MBSSE to transition from the current curriculum to a comprehensive national curriculum and to develop curriculum framework ... The expected learning outcomes outlined in the curriculum document will be used for regular classroom assessments as well as examinations.
Primary: Teaching and learning materials	Multi-Donor Trust Fund	MBSSE and TSC	World Bank	Additional Financing	2023	2027	Funding TLMs aligned with science of reading developed through World Bank Accelerator Program
Primary: Continuous professional development for teachers	GPE	TSC	UNICEF	Building Strong Foundations for Learning	2018	2023	In-service teacher training for grades 1-3
Primary: Continuous professional development for teachers	Multi-Donor Trust Fund	TSC	EDT		2021	2022	Strengthening pre-service training: reviewing pre-service teacher training curriculum in early grade reading and maths; reviewing capacity of initial teacher training; revising pre-service teacher training curricula and methodologies; co-creating a framework to bridge pre- and in-service training; and, piloting a revised pre-service course

Primary: Continuous professional development for teachers	Multi-Donor Trust Fund	TSC	EDT		2021	2022	Designing and delivering a school-based Community-of-Practice programme to improve reading and mathematics skills in early primary grades in three districts: Bombali, Kambia and Karene
Primary: Continuous professional development for teachers	Multi-Donor Trust Fund	TSC	CODE-TALLE		2021	2022	Designing and delivering a school-based Community-of-Practice programme to improve reading and mathematics skills in early primary grades in three districts (outside of EDT districts)
Primary: Assessments and information sharing	Multi-Donor Trust Fund	MBSSE	FREE Secretariat	Assessments of student learning outcomes	2020	2025	The project will support the MBSSE to operationalize the National Learning Assessment framework and conduct one sample-based NLA of student learning outcomes during project implementation.
Primary: Systems strengthening and targeted support	Multi-Donor Trust Fund	MBSSE	FREE Secretariat	Schools Standards and Quality Assurance Framework.	2020	2025	Standards will focus on teaching practices, school management, community engagement practices, health promotion, gender, and inclusivity, among others. At the outcome level, standards in terms of learning and completion will be included
Primary: Systems strengthening and targeted support	Multi-Donor Trust Fund	MBSSE	FREE Secretariat	Institutional and human capacity development	2020	2025	The project will support the MBSSE's reform process and capacity development of government officials at the central and local levels to ensure quality of education services
Primary: Systems strengthening and targeted support	Multi-Donor Trust Fund	MBSSE	FREE Secretariat	Performance-based School Financing	2020	2025	Targeted primary schools will receive PBF with the amount determined based on the number of students in the school and the school's performance on select indicators related to teacher and student attendance,



							teacher classroom practices, regular classroom assessment by teachers, classroom observation by school heads, and reading performance.
Primary: Systems strengthening and targeted support	GPE	MBSSE	UNICEF	Building Strong Foundations for Learning	2018	2023	Streamlines the data collection mechanism by integrating the Situation Room (special data units) with the EMIS and establish information feedback systems to schools and communities
Primary: Systems strengthening and targeted support	FCDO	MBSSE	Fab Inc	Secondary Education Improvement Program	2016	2022	Research and capacity building, for example, the catchment area policy and planning instruments
Primary: Systems strengthening and targeted support	Multiple	TSC	EdTech Hub	Teacher professional development	2020	-	Providing technical assistance to design, test, and scale-up a technology-supported school-based community of practice training programme for early grade teachers with a focus on foundational learning
Primary: Systems strengthening and targeted support	Multiple	TSC	EdTech Hub	Teacher deployment	2021	-	Providing technical support to shape the protocol for recruiting and deploying primary-level teachers in Sierra Leone
Primary: Systems strengthening and targeted support	Multi-Donor Trust Fund	TSC	CGA Technologies		2022	2023	Setting up a payroll committee to review and make decisions based on incoming data on teacher attendance and enrolment (e.g., enforce sanctions framework)

Primary: Systems strengthening and targeted support	Multi-Donor Trust Fund	TSC	CGA Technologies		2022	2023	Setting up and rolling out the One Tablet Per School data management system — collecting data on teacher registration, teacher attendance, student enrolment, and student attendance — in 300 primary schools in the upcoming academic year
Primary: Systems strengthening and targeted support	Multi-Donor Trust Fund	TSC	CGA Technologies / Fab Inc		2022		Establishing a Teacher Management Information System with modules on Teacher Registration and Licensing, Teacher Management, Teacher Development and Performance, Teacher Employer– Relations, and Corporate Services
Primary: Systems strengthening and targeted support	FCDO / World Bank	TSC	Education Commission	School Leadership Development	-	-	Setting up a steering committee and running a series of workshops to co-design a school leadership professional development programme; currently fundraising to pilot the programme
Primary: Systems strengthening and targeted support	FCDO	TSC	Education Commission	Teacher Incentives	-	-	Develop an incentivization scheme that includes financial and non-financial incentives (such as adding teachers on payroll) to improve the deployment and retention of trained and qualified teachers, particularly in rural and underserved areas options for non-monetary incentives to attract teachers to hard-to-reach schools in Sierra Leone.
Primary: Systems strengthening and targeted support	Multi-Donor Trust Fund	TSC	World Bank	Teacher professional development	2021	-	Developing and adapting the TEACH lesson observation tool and COACH methodology for use in Sierra Leonean primary schools, initially focusing on 5–6 basic pedagogies before expanding

## Annex II: Linkages between the ESP and Delivering the Foundations of Learnings for All

Pillar	Delivering the Foundations of Learning for All <i>Proposed Activities</i>	Education Sector Plan <i>Outcomes</i>
<b>B</b>  <b>B</b>  <b>B</b>	<ul style="list-style-type: none"> <li>• Set learning outcome targets &amp; communicate to all stakeholders</li> <li>• Create and disseminate new teacher guides with suggested daily, sequenced lesson plans</li> <li>• Create and distribute TLM aligned with teacher guides</li> </ul>	Outcome 1.1 All schools and educational institutions have access to standards-based curricula, with clear learning expectations and aligned assessment standards that are gender-responsive, and receptive to the needs of the labor market
<b>B</b>	<ul style="list-style-type: none"> <li>• Provide instructional core components in all classrooms and to all teachers</li> </ul>	Outcome 1.2 All schools and educational institutions have the teaching and learning materials and facilities needed to support quality teaching and learning
<b>B</b>	<ul style="list-style-type: none"> <li>• Create formative assessments aligned with outcome targets and lesson plans</li> </ul>	Outcome 1.3. Relevant assessments used to measure learning at key points in the system
<b>C</b>  <b>A</b>  <b>A</b>	<ul style="list-style-type: none"> <li>• Update pre-service for foundational literacy</li> <li>• Develop ECE teacher career path, preservice, new recruitment</li> <li>• Define and promote quality standards and play-based approaches</li> </ul>	Outcome 2.2 High-quality pre-service education for teachers
<b>B</b>	<ul style="list-style-type: none"> <li>• Upgrade foundation-level teachers and support them with CPD in alignment with the instructional core</li> </ul>	Outcome 2.3 High quality continuous professional development and in-school support to teachers and other educators
<b>A</b>  <b>C</b>	<ul style="list-style-type: none"> <li>• Mainstream Radical Inclusion support in the Instructional Core</li> <li>• Mainstream Radical inclusion training</li> </ul>	Outcome 3.2: Targeted support provided to vulnerable and struggling learners
<b>A</b>  <b>A</b>  <b>D</b>	<ul style="list-style-type: none"> <li>• Incentivize additional provision of pre-primary from the non-profit or private sector</li> <li>• Construct classrooms in locales targeted by Radical Inclusion</li> <li>• Monitor services to Radical Inclusion groups</li> </ul>	Outcome 3.3: Increase access to educational opportunities for girls and underserved communities

<b>C</b>	• Train school heads to support teachers	Outcome 5.2 Schools and other educational institutions are supervised, monitored, and held accountable for learning improvements
<b>C</b>	• Roll-out DEO/TSC district-level school visits and support	
<b>C</b>	• Create/use tablet app to help support teachers	
<b>D</b>	• Establish systems for M&E and supervision	
<b>D</b>	• Build/strengthen and rollout of app-supported monitoring, supervision, and assessment	
<b>D</b>	• Create data dashboards and enhance one-stop data shop to reinforce foundational skills	
<b>D</b>	• Create feedback mechanisms to engage community and SMCs on foundational literacy	
<b>E</b>	• Strengthen district and MBSSE HQ capacity to support schools to deliver foundational literacy	
<b>E</b>	• Institutionalize Carry out regular stock takes with MBSSE leadership and LEG on foundational literacy	