



“Advancing Early Learning through the ECE Accelerator Toolkit ”.

The Sierra Leone Experience

Melody Martins, Director Pre-primary and Primary, Ministry Of Basic and Senior Secondary Education

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Pre- primary Policy Status and Access Rates

“Pre-school education is for children aged 3-5 years old. It shall be free and compulsory...”(Education Policy, 2010)

- ❑ 1,756 pre-primary schools, 10% government, 42% mission, 36% private, 13% community owned (ASC 2020).
- ❑ Gross Intake rate is 23.4 % (22.3% boys; 24.7% girls) indicating that most children at age 3 are not attending pre-school (ASC, 2020).
- ❑ Gross Enrollment Rate (GER) is at 19%, with 140, 731 (52% girls). This reflects the limited capacity of the education system to cater for the pre-primary school age population (ESC and ESA 2020).

Pre-primary Governance and Financing

- ❑ The MBSSE leads the planning, implementation, monitoring and regulation of pre-primary education in collaboration other partners.
- ❑ 7 tertiary institutions provide pre-service training in Early childhood Care and Education (ECCE), while in-service teacher training is mostly funded by development partners.
- ❑ 2% of basic education budget is allocated to pre-primary Education (ESA, 2020).
- ❑ 53% of pre-primary children are enrolled in pre-primary schools that are not approved by the government and 67% are enrolled in schools that do not receive financial support from the government (ESA, 2020).
- ❑ An ECD unit to lead the planning and implementation of PPE and intersectoral ECD coordination established at the MBSSE.





The KIX- BELDS Project



The KIX-BELDS Project:

Integrate ECE systematically into ESP processes

Build capacity of national education systems to effectively plan for and implement ECE programmes



Expected Outcomes

- ❑ A Pre-Primary Education (PPE) Technical Working Group (TWG) to contribute to accomplishing the activities of the KIX-BELDS project and set the broader vision and roadmap for ECE in Sierra Leone established and capacitated.
- ❑ Pre-primary sub-sector analysed using the ECE accelerator tool kit and other data sources and findings used to inform planning, advocacy, programme design and implementation
- ❑ ECE priorities integrated into the next Education Sector Plan for Sierra Leone (ESP 2022-26).
- ❑ Document and share lessons and best practices emerging from the KIX-BELDS project and wider ECE programming in Sierra Leone with relevant stakeholder and other countries.

KIX-BELDS: ECE Accelerator Tools and Data Used

	CORE FUNCTION 1 ONE	CORE FUNCTION 2 TWO	CORE FUNCTION 3 THREE	CORE FUNCTION 4 FOUR	CORE FUNCTION 5 FIVE	CORE FUNCTION 6 SIX
STRATEGIES	CF1: C1 S1 To expand access to PPE by constructing new classroom structures and rehabilitation of existing ones in primary schools to increase children enrollment in PPE.	CF2 Problem I Strategies 1 Increase the number of national ECE trainers and train them on play-based approaches and use of DAR to promote school readiness	CF3 CHALLENGE I STRATEGY MOEST in collaboration with TSO develop a national pre-primary workforce recruitment and deployment plan that captures transfer people, TOR with clear competency requirement	C4 Challenge I Develop tools to scale up communities and families awareness programme / clubs collection / MIE to support PPE implementation nation wide	CF5 CHALLENGE 2 MOEST, the Ministry of Quality Standards prepared to support the provision of pre-primary education. Services, infrastructure and equipment, curriculum development, the professional development of teachers and other PPE stakeholders for PPE implementation.	
	CF1: C1 S2 Increased GER by identifying existing gaps and bridge equity gaps by implementing alternative low cost PPE such as Community based, Summer school readiness camp working with partners and communities	CF2 challenge 1 Strategy 2 Provision of ECE relevant documents and DAR/TL materials that support curriculum implementation	CF3 CHALLENGE II STRATEGY I Build the capacity of PPE workforce by providing quality play-based PPE training through based-based skills Education, In-service etc. to providers and other PPE stakeholders	C4 Challenge I To develop a national parenting awareness raising programme to empower families and communities to support PPE implementation at home and school	CF5 CHALLENGE 2 Build capacity of parents to provide quality resources to all PPE provider in the country	
	CF1: C1 S3 Expand school feeding to all existing PPE to strengthen children nutrition and health for improved learning outcome	CF2 challenge 1 Strategy 3 A costed plan for rolling out specialized and targeted trainings and provision of relevant resources / materials	CF3 CHALLENGE II STRATEGY 2 Improve structure and quality of curriculum for ECE student-teachers enrolled in Pre-service Teacher training including improved assessment, funding and infrastructure interventions to meet individual learning practices		CF5 CHALLENGE 2 Collaborate with the Ministry of planning and policy to ensure harmonized all existing PPE policy, strategy and develop a competency, skills standards, track record system, facilities/ equipment intervention on PPE	
STRATEGIES	CF1: C2 Conduct a national PPE financial funding and expenditure survey that show the impact of these funding and expenditure on access quality PPE for all children.	CF2 challenge II Strategy 1 2 Review the primary curriculum to include play-based early learning pedagogy and content and train teachers for better transition of children both from home and preprimary to primary	CF3 CHALLENGE 5 STRATEGY Develop and implement a national regulatory framework for licensing and regulating various PPE providers with clear budget line		CF5 CHALLENGE 3 2 Work up the list of names of national standards of PPE provider institutions	
	CF1: C3 S1 Develop and pilot a	CF2 challenge 3 Strategy 1 Pilot and scale up national pre primary assessment that will			CF5 CHALLENGE 3 2 Conduct regular monitoring and improvement on the PPE provider to ensure that the PPE standards and quality requirements are being met	

- Sample slides for Workshop Sessions
- World Ready to Learn Report (UNICEF 2019)
- Power Point Deck Outlining Key ECE advocacy Messages (Tool 1.1)
- Sierra Leones Annual School Census (ASC 2019 and 2020)
- Sierra Leones Education Sector Analysis (ESA 2020)
- Multiple Indicator Cluster Survey (MICS 2017)
- Sierra Leones National Policy on Education (2010)
- Pre-Primary Sub-Sector Analysis-Tool 2.2
- Problem Tree Analysis Template
- Guiding Questions and Tips Strategies and Activities (Tool 3.1).
- Worksheet Defining ECE (Tool 1.3)



KIX-BELS-Key Achievements

1. A 15 member ECE Technical Working group
2. Six workshops were conducted with PPE TWG from April 2021-October 2021 during which various tools in the ECE Accelerator tool kit were used. This also included advocating for PPE to be included in the government's agenda :
 - ❑ The first workshop , provide an overall orientation to the KIX-BELDS and Education Sector Planning (ESP) processes; engaged with Ghana Ministry of education, examined global and national ECD data, introduced the ECE Accelerator Tool kit and analyzed 3 Core Functions (CFs): Planning and Budgeting, Curriculum Development and Implementation and Workforce Development.
 - ❑ The second workshop analysed CFs related to Family and Community Engagement, Quality Assurance and the enabling factors that make a strong pre-primary sub-sector. Identified challenges across the 5 CFs were examined and prioritized.
 - ❑ The third workshop examined the root causes of the prioritized challenges using the Problem Tree Analysis Tool and began establishing the vision for PPE by developing and prioritizing robust ECE strategies and activities to address the identified challenges.
 - ❑ The fourth to sixth workshop, focused on defining ECE for Sierra Leone and writing the PPE chapter of the Education Sector Plan (2022-2026)

KIX-BELDS: PPE Chapter of ESP (2022-2026)

Drafted

The work of the TWG during the first three workshops provided data that led to a high-level advocacy, resulting in an ESP draft that is sub-sectoral rather than thematic as with the previous ESPs.

The overall goal of the draft PPE ESP chapter is to : ***Increase access to quality pre-primary education for all children, especially the most marginalized.***

The draft chapter for PPE was built around the five CFs and enabling environment factors that make a strong pre-primary sub-sector built around ***6 thematic objectives***, with ***strategies*** and ***activities*** to address them.

KIX-BELDS: PPE ESP Goals and Objectives



To establish an enabling governance structure with clear policies, legislation and budget for improved systems planning, implementation and delivery of quality PPE at scale.

To promote universal access to pre-primary Education for all children including children with special needs

To increase the number of pre-primary schools meeting minimum standards.

To increase the uptake of the existing PPE curriculum and the quality of implementation, including of play-based approaches

To promote workforce development by increasing the quality of the PPE workforce through training on PPE -specific skills and competences

To increase the availability and quality of PPE data and introduce the use of technology in pre-primary Education.

To ensure that every pre-primary education environment is comprehensively safe, and modalities are in place to address emergencies.

Lessons from Developin g the ECD and PPE Chapter of the EPS.

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1. The use of the analysis tools in the ECE accelerator tool kit helped in identifying challenges in the PPE sub-sector in Sierra Leone as well as prioritize them for inclusion in the PPE chapter of the ESP.
 2. The tools also helped and guided the PPE TWG to develop strategies and activities to address these challenges in the ESP, moving from a “wish list” to a chapter that is focused and relevant.
 3. Establishing a smaller writing team from the larger PPE TWG made developing the ECD and PPE chapter of the ESP easier as ideas were more focused, building on outcomes from the first three workshops where the sub-sector was analyzed.
 4. The use of other data sources such as the ESA and ASC in addition to reflections from using the tools in the ECE accelerator tool kit enriched the process and also raised awareness amongst the TWG on the key issues in the sector.
 5. It was challenging dropping some challenges and strategies due to the page limited provided for each chapter. This needed very important trade offs that certain members of the group were not happy with.



Thank You!