"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).
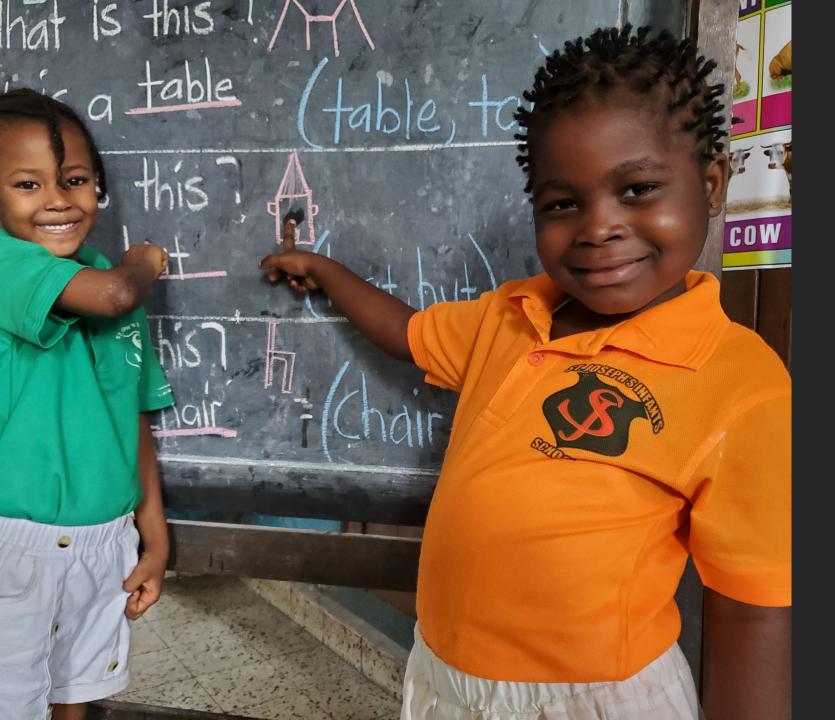
❑ Gross Intake rate is 23.4 % (22.3% boys; 24.7% girls) indicating that most children at age 3 are not attending pre-school (ASC, 2020).

❑ 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-serivce training in Early childhood Care and Education (ECCE), while in-service teacher trianing 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 cordination 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- Workshop Approach and Methodology



- Small and big group work
- Plenary sessions
- Gallery walk
- Video clips from the ECE Accelerator tool kit
- Participants were given leadership roles in making presentations, leading on small group work and discussions., building ownership and accountability while at the same time building capacity.
- Daily reflection after each day: "one I learnt" and " one things I have a question on"
- Participants provided feedback on tools used after each workshop.

# KIX-BELDS: ECE Accelerator Tools and Data Used



- 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 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 that 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, especialy 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 Developing the ECD and PPE Chapter of the EPS.

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!