



**GOVERNMENT OF SIERRA LEONE**

**PUBLIC SECTOR REFORM UNIT**

**(PSRU)**

**FINAL REPORT**

**MANAGEMENT AND FUNCTIONAL REVIEW OF THE  
MINISTRY OF BASIC AND SENIOR SECONDARY EDUCATION (MBSSE)**

**July, 2020**

## ACRONYMS AND ABBREVIATION

CIU	Central Information Unit
DFID	Department for International Development
ESP	Education Sector Plan
EMIS	Education Management Information System
EU	European Union
GoSL	Government of Sierra Leone
H.E.	His Excellency
HR	Human Resources
HTE	Higher and Tertiary Education
HRMO	Human Resource Management Office
HQ	Headquarter
ICT	Information Communication and Technology
IPAS	Individual Performance Appraisal System
LGFD	Local Government Finance Department
MDAs	Ministries, Department and Agencies
MEST	Ministry of Education Science and Technology
JSS	Junior Secondary School
MBSSE	Ministry of Basic and Senior Secondary School Education
MFR	Management and Functional Review
MoF	Ministry of Finance
PRSP	Poverty Reduction Strategy Paper
PSC	Public Service Commission
PSRU	Public Sector Reform Unit
SSS	Senior Secondary School
TSC	Teaching Service Commission

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## 1. EXECUTIVE SUMMARY

The Public Sector Reform Unit (PSRU) presents the findings and recommendations from the Management and Functional Review (MFR) conducted on the Ministry of Basic and Senior Secondary Education (MBSSE) of the Republic of Sierra Leone, with the complimentary support of the Human Resource Management Office (HRMO). The Review Team was able to examine the challenges, service delivery functions, institutional structure and staffing of the Ministry to enhance its overall performance potentials. The Review Team was also able to determine the appropriateness of the current operating structure with critical attention to the organizational ethos that are fundamental to delivering on priorities of the Government of Sierra Leone, with respect to the effective delivery of basic and senior secondary school education.

The Review Team proposed changes to the administrative system and processes of the Ministry, so as to achieve its mandate enshrined in Education Act 2004, as well as the Government's Flagship programme of Free Quality Education initiative. The recommendations proffered in this report are intended to build on solid foundations of the current management system and to also make adequate use of complimentary support or opportunities from the Government, Donor partners and other stakeholders of the Education Sector. The Review Team took account of the dynamic changes needed, and as such make special cases for the creation of new Directorates, new Units and new Positions in the proposed revised organogram of the Ministry.

The Review Team commenced the MFR process with a preliminary consultative meeting held with the leadership including the Minister, Senior and Middle Management staff of the Ministry during which presentation was made on the scope, methodology, approaches and resources needed to conduct the MFR. A field exercise was conducted to assess the decentralized institutional infrastructure of MBSSE, and to also have one-on-one interviews with staff in the District Offices.

Though the MFR process has been a collaborative exercise involving PSRU and HRMO, the full commitment was needed from the leadership of the Ministry. As it worth giving credit where credit is due, PSRU would like to commend the leadership commitment exhibited by the Minister and the Permanent Secretary towards the accomplishment of this MFR. However, all attempts have been made to represent the views expressed during one-on-one interviews and Focus Group Discussion at the District Level, and responses from questionnaires as accurately as possible.

### 1.1 Summary of Findings

#### 1.1.1 Structural and Operational System and Processes

- **The Day-to-Day Operational Functions:** A significant number of staffs interviewed expressed dissatisfaction regarding the ways and manner in which the Ministry perform its day-to-day administrative and operational functions. Most of the comments were directed at the lack of effective structure, ineffective operational systems, as well as the lack of internal consultative processes and procedures. We affirmed these findings after opinions were also triangulated in the district offices with the need to urgently address these challenges and concerns.
- **Recommendations:** In view of these challenges, we **recommend** that the present Directorate system be retained but should be reinforced by an excellent management and operational system that will help to ensure effective reporting line, effective team building, promote vertical

and horizontal coordination and staff welfare. In order to attain the intended goal, we also **recommend** that the Ministry implement the **recommendations** proffered towards strengthening management and operational practices; and in the spirit of decentralisation, we also **recommend** that the Ministry implement the Regional and District Structure proposed by the Review Team by ensuring clear reporting lines and network system established between the HQ and District Offices.

- The Review Team is making a case for the creation of **Directorate of Information, Education and Communication (IEC)** to oversee media relations, such as writing and publishing publications, broadcasting educational programmes on radio and television and help raise awareness of educational activities to the public. Added to that, the Directorate of Communication should be sub-divided into three Units: Public Relations Unit, Broadcasting Unit and Publication Unit.
- The Review Team is making a case for the division of the **Research and Curriculum Development** to have a Directorate for Curriculum Development, and to add Research to Planning and Policy Directorate. In this regard, the Director of Research, Planning and Policy will perform an auxiliary function to Curriculum Development and other directorates as the case maybe.
- The Review Team is making a case for the creation of **Regional Directorate, to be headed by a Regional Director with a compliment of a number of core staff** to ensure adequate representation of the Ministry in the regions and the districts. The post holder will play critical leadership role in coordinating and providing technical oversight function to the Deputy Director of Education at the District level.
- The Review Team is also making a case for the Ministry to foster the conduct of a Management and Functional Review for the National Basic Education Commission (NBEC). We further **recommend** the relocation of the Commission away from MBSSE in order to reinforce their independence, provide greater scope for objective thinking, and avoid the phenomenon of Commission staff being subsumed into routine activities of the ministry. This is a recommendation that was proffered by earlier review which still remains unimplemented.

### 1.1.2 Human Resource Management

- **Low Staff Morale:** The Review Team noted the general lack of staff morale, which was more evident among Supervisors and Inspectors of schools to the extent that some claimed that they have never benefited from Annual Leave and Leave Allowances. The Review Team also noted that the Supervisors and Inspectors of School are often working under extremely difficult conditions and traveling on foot or on rented Moto Bikes in potentially difficult terrains. In most cases, they travel through unmotorable roads and riverine areas without any risk allowances or per diem. The review team wishes to note with regret that on 8<sup>th</sup> July 2019, one Isatu Samuel, a Supervisor of school in Bo District had a road accident and died, whilst in active service. Yet, most of those interviewed expressed the willingness to continue working for the Government if the necessary support is available.

Therefore, we **recommend** that the necessary system is put in place to ensure the provision of adequate logistical support to all the field officers in the Ministry to help them perform their

jobs effectively and efficiently. With reference to Annual Leave and Annual Leave Allowances, we **recommend** that the Human Resources Unit in the Ministry is empowered to coordinate all Leave Applications, Risk Allowance where applicable and other HR activities to ensure that all staff across the Ministry benefits from their statutory entitlements.

### 1.1.3 Training and Career Development

- **Staff Promotion:** It emerged that career development is not fully encouraged by the Ministry. Several Mid-Level Officers complained that they have not been promoted for a very long time, a situation which according to them have seriously affected their morale and productivity. In fact, it emerged that cross section of Deputy Director and Supervisors of Schools and Inspectors of Schools have spent more 10 to 20 years in the same position without any form of promotion. This is evident by the huge number of vacancies across all departments in the Ministry. Other related factors such as performance appraisal and training are not well coordinated.

**Recommendations:** In light of the above, we **recommend** that the Ministry through its HR Unit pay critical attention to the issues of promotion and succession planning particularly for those who claimed to have served for more than 10 to 20 years in the same positions without any form of promotion. In line with these recommendations, the Ministry should ensure that the Deputy Director have the opportunity to apply for new Regional Director position recommended, or being promoted to the position base on merit. We also **recommend** that the Ministry implement the policy of staff rotation to ensure personnel are given the opportunity to serve in other capacity or other Directorates.

- **Staff Training:** The Review Team is of the view that, capacity development should remain a key priority for the leadership of the Ministry. However, the review result shows that there is a range of capacity challenges including administrative underperformance. It also emerged that staff training are often tailored and conducted towards addressing some specific needs, rather than being informed by wider Institutional Capacity Needs Assessment. In some cases, trainings are more supply driven than demand driven as most of these trainings are provided by donors or partners rather than the actual needs of the Ministry. As a result, the trainings are not coordinated and hence, do not address the felt need of the Ministry as a whole. Though the Ministry has benefited from some training programmes over the years, the impact is not largely felt as there continue to be capacity gaps,
- One typical example is the recent focus on the promotion of the Free Quality Education initiatives with increased attention to context specific skills training with respect to monitoring of compliance, reporting and inspection. However, over the years, capacity strengthening was not focus on other areas such as basic ICT.

**Recommendations:** to address the above stated challenges, we **recommend** that capacity development remains a key priority for the leadership of the Ministry, which should also be linked to a careful analysis of feasible development priorities and needs. We **recommend** that the Human Resource Officer in collaboration with the Human Resource management Office, coordinate an Annual Institutional Capacity Needs Assessment and implement all training programmes of the Ministry in line with Civil Service Training Policy. We further **recommend** that capacity-strengthening be conducted around specific needs,

and training be tailored towards addressing those needs to ensure the skills being built directly address the institutional weakness and foster productivity. We also **recommend** the need to priorities records management and computer training, particularly for administrative staff.

#### 1.1.4 Filling of critical vacancies

- **The staff strength of the Ministry:** The Staff strength within most of the Directorates and Units are largely inadequate and very weak. As such, they could not promote institutional productivity. For instance, **the Gender and Non-Formal Educations Units** have very elaborate operational functions to perform, but have inadequate technical staff to help achieve the mandate of the Ministry in this respect. This therefore justified the need to urgently recruit technical staff with the requisite thematic expertise in Gender and Non-Formal Education issues.

**Recommendations:** We **recommend** that the Ministry recruit more experienced staff, most preferably people who have served in the education sector as teachers with five to ten years of progressive experience. We also **recommend** that technical staff of the Ministry are provided with adequate skills for enhancing transformational leadership attributes and commitment that demonstrate increase performance.

- **The Inspectorate Directorate: Inspectors and Supervisors:** Inspection and supervision of schools are critical success factors for the FQE. The review revealed a complete mismatch between the inspectors and supervisors of school and the number of schools per district. It emerged that some Districts have more than One thousand (1000) schools to be supervised by very few supervisors. The inadequate staff strength has resulted to the lack of skill manpower in the District Offices to conduct effective monitoring and supervision. Though the recruitment and appointment of Teachers Attached/Teacher Supervisors were made exclusively by special arrangement between the professional staff at the Ministry and District Offices without any contribution from the HRMO, we **recommend** that the Ministry fast-track a competitive recruitment process with opportunity given to the current supervisors and inspectors to apply. Part of this will be to recruit more inspectors, in line with the reality that some District Offices only have three or four supervisors to conduct effective monitoring and supervisor to more than One thousand (1000) Schools in each district.

#### 1.1.5 Records' Management System

- **Poor Records' Management Practices:** The review revealed poor Records' Management practices in the Ministry, and also in the District Offices visited. Though the Ministry has a Filing Office situated in the Typing Pool, it emerged that all Directorates and Units manage their respective records separately without reliance on any Centralized Records Management System in place. This practice continues to affect information sharing and institutional productivity. According to interviews conducted, some critical records are not accessible to the leadership of the Ministry and other Directorates or Units, whilst some data have been monopolized by some senior personnel, which often lead to lack of institutional efficiency.



**Recommendations:** In view of several gaps and challenges, we **recommend** that the Ministry recruit qualified **Records Management Officers** to deal with record management system of the Ministry. Though it emerged that some trainings were recently conducted on records management, we further **recommend** that the Ministry provide more basic training to all administrative and professional staff on records management which is essential to ensuring that records are adequately protected.

#### 1.1.6 Electronic Mailing System:

- The result shows that electronic emailing system is the most widely used method of information sharing within the Ministry, with partners and other stakeholders of the education sector. Like in all MDAs, this mode of cross-information sharing is increasingly replacing the traditional hardcopy correspondences. As such, official data generated through electronic mailing system are managed by personnel in their respective Directorates and Units most of which are not shared or properly kept. As such, some critical official data are not available to the Ministry. Besides, the result shows that in most cases, some of those information are generated, and are kept without any institutional guiding principles or policy to prevent losing significant data.

**Recommendations:** In view of the expressed concern informed by one-on-one interviews and documents reviewed, we **recommend** that the Ministry treat internet generated information cautiously to prevent risk of losing critical information. We also **recommend** that sensitive information is protected, and if possible must not be communicated via internet for fear of hacking. We also **recommend** that the Ministry develop internal policies or rules for managing emails, and web generated data. As part of this, we also **recommend** that the Ministry use both paper-based and IT-based systems for record keeping. This recommendation should apply to all information/records management of the Ministry.

#### 1.1.7 Education Management Information System (EMIS)

- The Review Team commend the Ministry for the use of EMIS in the Annual Schools Census data recently collected from all pre-primary, primary, junior and senior secondary schools.

**Recommendations:** Despite the accolade, we **recommend** that the Ministry increase the staff strength of the Planning Directorate to be able to effectively manage EMIS. We also **recommend** that the Ministry Central Information Unit (CIU) within the Planning Directorate is merged with EMIS and the function of CIU performed by competent personnel with strong research, monitoring and evaluation, and statistical background. On that note, we further **recommend** that **Statistics** is added to the nomenclature of this function to effectively integrate all information and knowledge management systems including the Records Office, EMIS, statistics from the Inspectorate's Information Unit, Personnel Records and data from the District Councils. Once again, the Review Team is emphasizing the urgent implementation of **recommendations** in this report with report on the recruitment of more competent personnel to strengthen the Planning Directorate.

### 1.1.8 The Situation Room

The Review Team found the Situation Room as a very formidable concept and structure. According to interviews and documents reviewed, **the Situation Room** with presence in the Districts and District Headquarters across the country provides the opportunity to communicate evident-based information/data electronically on a regular basis. Results from interviews also shows that this structure was designed as an appropriate data tracking infrastructure from all schools across the country on a monthly basis. It was anticipated that this infrastructure will complement less frequently reported data sources, such as the Annual School Census, the annual exam results etc. However, the review results revealed that the Situation Room is less equipped with the requisite staff strengthen, finances, equipment and logistics to perform the functions for which they were established.

The Review Team therefore, **recommend** that, the Situation Room should be structurally integrated as a core component within the Educational Management Information System (EMIS). We also **recommend** that the Situation Room should be provided with the necessary staff compliment, the necessary financial resource, equipment and logistics needed to achieve the intended goal and objectives for which they were establish.

### 1.1.9 Information Communication Technology (ICT)

- The review revealed that the Ministry has a centralized ICT infrastructure with competent ICT Officers to manage the ICT system at it Headquarter in Freetown. However, the review also revealed that the Ministry lack a reliable internet access which often reduce information sharing and institutional productivity. The Review Team particularly noted that the regional and district offices lack internet and ICT facilities.

**Recommendations:** In view of the above gaps and challenges, we **recommend** that the Ministry establish a bigger ICT server room with the necessary equipment to address some of the lapses including the small internet space that is shared within a very large institution like MBSSE. We also **recommend** that the Ministry provide the District Offices with the same facilities.

### 1.1.10 Job Descriptions and Staff Qualifications

- From an examination of the payroll and by cross checking the information extracted from data and other sources, we have noted that the Ministry has two Hundred and Ninety-Seven (297) staff members including Administrative staff, Professional staff, assigned staff, Teachers Attached and Project staff, which is indicated in their qualifications on the current staff list submitted to the Review Team. About half of the professional staff at the Ministry have a first degree or higher qualification while the remainder possess a Teacher or Higher Teacher Certificates. Forty per cent of the Teachers Attached are degree holders, while the rest have a Higher Teacher Certificates. Teacher Supervisors either have a Teacher Certificate or a higher training qualification.

**Recommendations:** in view of the above, we **recommend** that the Ministry make available description to all professional, administrative and clerical staff of the Ministry including those in the district.

### 1.1.11 Logistics and Equipment

The Review Team observed the lack of equipment for staff to carry out their duties. In practice, this has resulted in a desperate shortage of computers, printers and accessories, photocopiers, office furniture and other material resources. The review also noted the lack of mobility, particularly in some of the rural areas, which has resulted to limited ranges of activities to be undertaken by the Inspectorate Directorate. All these factors are having a major impact on performance and the efficient use of staff resources. **Recommendations:** In light of the gaps and challenges, we **recommend** that the Ministry provides the necessary equipment to staff to be able to carry out their duties. We also **recommend** that on the availability of funds to purchase Moto Bikes and more pool vehicles to improve on the productivity of the Inspectorate Directorate at the rural level. We also particularly **recommend** that the District Councils provide timely allocation of subvention to be able to effectively conduct school monitoring and supervision.

### 1.1.12 Accommodation

- The result shows that the Headquarters' accommodation system was affected by the division of MBSSE and the Ministry of Higher and Tertiary Education. Implicitly, the separation of the latter from the former has created accommodation challenges. The team noted that accommodation standards are generally poor though they are marginally better at the Ministry's Headquarters than the District Offices visited. Even so, many of the staff serving at the Headquarter are working in overcrowded conditions. In particular, the File Office and Typing Pool are housed in cramped and totally unsuitable conditions. The typing pool consists of few typists who share accommodation with the staff of the File Office. They provide a service for the Human Resource Unit, and other staff in administration. Likewise, all the District Offices visited complaint about the lack of office space to accommodate their inspectors, supervisors and even District Coordinators for the Free Quality Education, as well as the School Feeding Programmes. As a result, the Coordinators for the Free Quality Education and School Feeding Programme are struggling to perform their functions.

**Recommendations:** In view of the above, we **recommend** that the Ministry fast-track the building project funded by the European Union (EU). However, on the short-term basis, we **recommend** that the Ministry improve on the accommodation facilities at the Headquarters and the provincial offices. We also **recommend** that the Ministry separate the File Office from the Typing Pool and rename the 'the Typing Pool' as the Secretariat Unit. We further **recommend** that an adequate office space is provided to accommodate the inspectors, supervisors and even District Coordinator for the Free Quality Education as well as the School Feeding Programmes.

## 1.2 Internal and External Communication as well as Information Sharing

Already, information-sharing, through building consensus and confidence at the Inter-Ministerial level has helped to provide support to the Free Quality Education. The review identified the lack of clarity with respect to the roles and responsibilities, as well as the effort of communities, Civil

Society Groups, Media and Donor Partners, vis-à-vis some of the crosscutting issues including the School Feeding Programme and monitoring of compliance of schools' authorities towards the effective implementation of the Free Quality Education initiative. This justified the need to strengthen the Communication Unit of the Ministry to continue taking the message to the most remote parts of the country. So far, the internal and external communications are discussed below:

### 1.2.1 Internal Communication:

- The Review Team is of the views that an excellent internal communication is an important part of the management of every institution. So far, it emerged from some of the interviews conducted that the Ministry is faced with a number of challenges owing to the lack of effective internal communication system and procedure both at the Headquarter and District Offices, which continue to affect their efficiency and productivity. The result also show that MBSSE has neither internal communication policy nor an effective internal communication strategy. This continue to affect team building, the lack of effective information flow and institutional productivity at Inter-Directorates, Units and District levels.

**Recommendations:** To address these challenges, we **recommend** that the Ministry develop internal communication policy and strategy to contribute to employees feeling included and motivated and to be able to carry out their tasks in an efficient and competent manner. We also **recommend** that a Central Information Unit be strengthened within the Policy and Planning Directorate. We further **recommend** that the Ministry establish an effective communication flow between the HQ and the provinces. Generally, the most effective means of internal communication is through the Change Management meeting. Where the leadership meets regularly and cascade the information downwards and also allows information flow from bottom top.

### 1.2.2 External Communication:

- **External communication Policy and Strategy:** it emerged that MBSSE has no written external communication policy to guide its outreach and other cross-cutting information sharing. Whilst the Ministry's external communication strategy has helped to bring together the interests and activities of a wide range of stakeholders of the education sector to share experience and best practice at inter-committee or Ministerial levels, this experience has not been fully replicated at the district level. However, the external communication strategy has helped to ensure successful collaboration among the vast array of sectoral players as model of best practice, but much needed to be done to ensure this is replicated at the district level.

**Recommendations:** As the Review Team noted the positive milestone with respect to external communication of the Ministry, we **recommend** that a strategic communication is institutionalized at the sectorial level. This also justified the need to create the enabling policy environment and instruments through which sectoral communication strategy for education can be decentralized. This also call for an active engagement of all Communication Officers of members of the Education Sector to meet quarterly to develop sectoral message and outreach to educate and update the public on the milestones that must have been achieved with respect to Free Quality Education, other aspect of education Service delivery and other decision by the leaderships of the sector. We further **recommend** that the Ministry develop an external communication strategy to be guided by a policy. This will further help to prevent

or minimize duplication of efforts at management and operational levels with respect to communication.

- **Recommendations:** to address these gaps, we **recommend** that the Ministry continue to influence participatory communication function at sectorial level, which has proven to be effective in building confidence and ownership of the Free Quality Education Initiative of Government at the district and community levels. This should also involve frequent interchange among players of the education sector. This will be to ensure that all concerned sectoral players are able to initiate discussion with respect to the prospect and challenges vis-à-vis education service delivery at the districts and rural community levels. This will then help to continuously enhance information sharing at the sectoral level.

## 2. INTRODUCTION

The Public Sector Reform Unit (PSRU) provides leadership, co-ordination and strategic guidance in the design, implementation and monitoring of Public Sector Reform initiatives. Its Mission is to facilitate the creation of a lean, performance-oriented, highly motivated, modern and efficient Public Service that delivers high quality services to the people of Sierra Leone in a timely and cost-effective manner.

PSRU undertakes Management and Functional Reviews (MFRs) as an entry point to identify capacity, systems and process challenges affecting the performance of MDAs. The key objective of the MFRs is to ensure that systems and organizational structures are aligned with the National Development agenda. Since its inception, PSRU has undertaken MFRs for MDAs, which can be viewed at [www.psrugov.sl](http://www.psrugov.sl).

In exercising the above stated mandate and expertise, the Review Team was able to analyze the structure and also explore whether the Ministry has the requisite system in place to provide effective monitoring and supervision of schools across the country. The team was also able to explore whether the Ministry has the requisite staff compliment at the Headquarter and provincial levels to provide effective education service delivery. Part of this has particularly been to ensure that MBSSE leadership and management has timely and relevant staff strength to foster the vision of H.E. the President, as enshrined in the five-year development plan. This has also been to ensure that the Ministry has necessary logistic and equipment to perform its functions effectively.

So far, findings indicating areas where improvement is necessary and possible, for which the team has proffered recommendations. The Review Team is also of the conviction that some of the recommendations have potential to make positive change, for which additional financial support is urgently needed from the Government of Sierra Leone. Most importantly, support is needed to address the numerous problems noted with respect supervision, monitoring and inspection of Schools in the rural areas.

### 2.1. The Aim, Objectives and Scope of the MFR

This MFR aimed at strengthening Management and Operating systems of the Ministry to ensure effective Education service delivery consistent with the New Development Agenda of the Government of Sierra Leone. Therefore, the MFR is specifically focused on management and operational functions of the Ministry, as such, limited its scope to identifying gaps and challenges, as well as deepening

understanding of the management culture and operational functions of the Ministry. In other words, the review is focused on how the Ministry is structured and managed, as well as its strength and weaknesses.

With the support of HRMO, PSRU was able to do the following:

- Review the Mandate, responsibilities as well as the management functions of the Ministry.
- Assess the Ministry's Administrative procedures, processes and facilities to determine efficiency and effectiveness in delivering on its Mandate.
- Examine the organizational structure and staffing of the Ministry to determine their degree of efficiency with respect to education service delivery.
- Examine the human resource issues currently affecting the Ministry with a mind-set on staff competences.
- Identify gaps and challenges within the management and operational function of Ministry to be able to effectively handle their human resource issues.
- Proffer recommendations and suggestions to help the Ministry conduct effective technical oversight, supervision, and monitoring of learning institutions as enshrined in its Mandate.

### **2.1.2 Methods and Approaches**

The Review Team generally acquired a wide range of views from all Directorates and Units of the Ministry, and also from some District Offices across the country. The personnel from the Headquarter and the Provincial Offices expressed significant degree of willingness to respond to questionnaires, engage in one-on-one structured, semi-structured interviews as well as Focus Group Discussions. However, majority of the views were divergent against the Management and Operational Functions of the Ministry. Furthermore, the Review Team was also able to review challenges of the education sector to proffer general recommendations that are not specific to MBSSE but could form the basis for discussion at the sectoral level to address some of the broader changes needed to education service delivery in Sierra Leone.

These approaches involved an initial roundtable briefing with the leadership of Ministry. Series of meetings were held afterward and individual and departmental interviews conducted to ascertain the roles and responsibilities, as well as the internal operational and management functions of the Ministry to inform context specific recommendations. As already stated, the scope of work as well as the methods and approaches adopted for the review were discussed during the preliminary consultative meeting, and copies of different questionnaires made available to Ministry.

Desk resources including staff payroll, audit reports, strategic plan and manpower plan were reviewed alongside other related documents. The Team was also able to review documents and reports provided by the Ministry relating to the current structure, including the staff list and organogram. The literature review was extended to strategic national reports, including annual reports, academic publications and experts' opinion, speeches of H.E the President and the Minister of Basic and Senior Secondary School Education, as well as other political actors on education related matters were also reviewed.

On submission of the draft report, it is the responsibility of the leadership of the Ministry to ensure that all Directorates and Units of the Ministry review the report submitted for clarifications and comments to PSRU in a timely manner. Upon receipt of these comments, PSRU will then hold a bilateral meeting with the leadership and senior officials of the Ministry to discuss gaps and critical areas requiring changes

and enforcement of the report. Once a general consensus is reached, the final report will be issued and approved by the leadership of the Ministry.

### **2.1.3 Summary of Documents Reviewed**

Innumerable documents were reviewed to obtain an understanding of the statutory mandate, general operations and activities of the Ministry to determine its performance against set objectives. The documents include:

- Strategic plan
- Annual Work Plan
- Monthly Payroll Details
- Human Resource Plan with Job descriptions and Scheme of Service
- Civil Service Training Policy
- Published materials from websites.
- The Government Technical Transition Report
- Local Councils Audit Reports
- Any other published and unpublished Official Government documents

## **3. SITUATIONAL ANALYSIS**

### **3.1. Critical Issues and Concerns**

This MFR is indicative of high-level commitment by the Ministry of Basic and Senior Secondary School (MBSSE) to restructure and strengthen its functional and operational capacity with a view to ensuring a successful implementation of the Government's Flagship Free Quality Education Initiative, as envisioned by H.E. the President, Julius Maada Bio. It is also aimed at addressing the functional and structural changes caused by separation of the former Ministry of Education, Science and Technology (MES) into two separate Ministries: the Ministry of Basic and Senior Secondary Education and the Ministry of Technical and Higher Education respectively. Therefore, this MFR is expected to foster significant changes to the management and operational functions of MBSSE, with considerable expected impact to the wider Education Sector.

Several studies have been undertaken in the past into the organization, management and administrative arrangements of the former Ministry of Education, Science and Technology in an effort to address perceived inadequacies in its structural and operational capacity. These include the 1998 studies to restructure the then Ministry to its current Directorate Structure, the recommendations proffered by 2002 EU funded, and 2005 DFID funded Management and Functional Review amongst others.

However, most of the recommendations were only partially implemented over the years. As such, up to the time of the separation the Ministry and even beyond, the Ministry has been experiencing several management and operational challenges which have been exacerbated by the introduction of Free Quality Education Initiatives.

Despite the number of Reforms Programmes and projects already implemented by stakeholders of the Education Sector, many challenges remain to be addressed. The document reviewed backed by on-one-one interviews within MBSSE has also helped to affirm some of the problems identified.

Some of these problems are also clearly articulated in the People's Manifesto including weak human resource capacity and poor remuneration of teachers. The People's Manifesto further ascribed the poor performance of the Education Sector to the low priority accorded by the past administration, as reflected in the low budgetary allocation and disbursement.

Furthermore, the weak policy implementation, combined with inadequate funding, has also undermined the effectiveness and efficiency of education service delivery in Sierra Leone.

In view of the above, documents reviewed for this MFR has helped to identify number of inadequacies that justified the need to review the management, operational and administrative functions of MBSSE. Part of this include weak infrastructure within MBSSE that justified the need for MFR with the mindset to maximizing the effective and efficient policy directive towards Basic and Senior Secondary School Education in Sierra Leone.

### **3.2 Overview of the Education Sector and Analysis**

This section provides a brief analytical overview of the Education Sector and offers an evidence-based diagnostic analysis of different engagements in the basic education sector as a whole with a view to determining the successes and challenges made so far and proffer recommendations on how to build on the successes and overcome the challenges. It also provides relevant analytical information to nourish the discussion on mutually reinforcing functions of all stakeholders of the Education Sector towards achieving the Government Flagship Education for Development.

In essence, the Review Team was able to identify several gaps and challenges specific to the education sector that could affect the implementation of the Free Quality Education Initiative of Sierra Leone by MBSSE. Some of these problems including structural issues within the Education Sector that must be addressed within a specific period of time, if only the Government is to make progress on the implementation of the Free Quality Education.

The Review Team is also cognizance of the reality that if only stakeholders of Education Sector have to drive forward the vision of His Excellency the President, there is equally an overarching need to address some of the gaps and challenges within the Education Sector that require collective drive of all players. This implies that, success will depend on how well these efforts are sustained within the Civil/Public service infrastructure of the Education Sector of Sierra Leone.

Documents reviewed and interviews conducted at both the Ministry's Headquarter and the Provincial Offices also shows that Sierra Leone is still struggling with high teacher-pupil ratios. Furthermore, the limited classroom space and the prevalence of double shifts among teachers have also continue to affect the quality of education and education service delivery especially in the rural communities. The review also revealed that shortage of qualified teachers and the limited resources available to train, and retain a sufficient number of academically qualified candidates for teaching positions also undermine education quality in Sierra Leone.

### **3.3 Overview of Stakeholders**

Though the Ministry of Basic and Senior Secondary Education work with several stakeholders of the Education Sector including International Non-Governmental Organizations, (INGOs) Non-Governmental Organizations (NGOs), Civil Society Organisations (CSOs) the District and Local



Councils amongst other, this section is limited to reviewing the few Institutions of Government that work very closely with MBSSE, and in most cases compliment the effort of each other towards achieving the Free Quality Education for all. These include:

- Ministry of Technical and Higher Education (MTHE)
- The Teaching Service Commission
- National Basic Education Commission and
- The Local Councils

However, MBSSE receives complimentary support from line Ministries, Departments and Agencies including the Ministry of Finance, the Ministry of Local Government, the Ministry of Health and Sanitation, the Ministry Social Welfare, Gender and Children's Affairs, Ministry of Internal Affairs and many other MDAs to achieve the broader goal of delivering the vision of H.E the President on Quality Education. In this regard, mutually reinforcing cross cutting interventions are collaboratively needed, and some of which are executed.

The Ministry also relies on the Education Sector Plan (ESP) and the Tertiary Education Commission responsible for advising the Government in matters relating to higher education and assessing the funding and resources for academic programs. The Ministry also works in close collaboration with the Local Councils having devolved all education service delivery.

### **3.4 The Ministry of Technical and Higher Education**

The Ministry of Technical and Higher Education is one of the key partners to the MBSSE in the delivering of a comprehensive education programme in the country. Both Ministries are heavily reliant on each other. Specifically, MTHE is concerned about the finished products from MBSSE making sure that adequate preparations are made in terms of the quality of students' entry the Tertiary Institutions. MTHE is therefore responsible for defining national policies in Technical and Higher education.

This Ministry plays a key role towards the economic growth, social development and poverty reduction in the country by producing individuals with the necessary skills and knowledge to fuel and sustain national development. In addition, it is also expected that research and innovation from the HTE sector can provide the country with sustainable solutions for reducing poverty, enhancing social welfare, and building peace and security. Finally, the graduates from the higher education system are needed to develop strong institutions that are essential for growth and democracy.

However, the separation of the Ministry of Higher and Tertiary Education from the Ministry of Basic and Senior Secondary Education is in response to quest by diverse groups – including the Government, Civil and Public Servants, educational institutions, students and Civil Society Organizations on the need for a more vibrant and dynamic Higher Tertiary Education (THE), which will be more attuned to the economy and the developmental aspirations of the government and people of Sierra Leone. The above implies that the Ministry is particularly expected to play a key role in economic growth, social development and poverty reduction by producing individuals with the necessary skills and knowledge to fuel and sustain national development agenda.

### **3.5 The Teaching Service Commission (TSC)**

Established by the Teaching Service Commission Act, (2010) as an autonomous body, the Commission is responsible to effectively manage all aspects of teachers' human resource management and development with the following mandates:

- i. registration and licensing of teachers,
- ii. teacher performance and development,
- iii. teacher management operations – recruitment, replacements, transfers, promotions, etc., and
- iv. teacher/employer relations are expected to be met.
- v. although established in 2010, the Commission only start functioning effectively in early 2017 by assuming full responsibility from the then Ministry of Education Science and Technology as an autonomous entity. In essence, the setting up of TSC was stated in the 2004 Poverty Reduction Strategy Paper (PRSP), and was also one of the critical recommendations of the DFID commissioned Management and Functional Review conducted of 2005 which recommended that a TSC be established that will effectively manage all aspects of teachers' human resource management and development. In view of the above and given the critical role of MBSSE, it is important to note the need of serious coordination and collaboration between these two institutions.

### **3.6 National Basic Education Commission**

Sierra Leone made a commitment to basic education by establishing the National Commission for Basic Education in 1994. The main responsibility is to provide independent advice to the Minister on basic education and adult literacy. This Commission is also a strategic partner to MBSSE as it was established to enhance the then (6334) system of education. The Commission is located at New England, receives a yearly subvention from the Government. The staff of the Commission are not Civil Servants but owing to the proximity of the Commission to the Ministry Headquarter, staff are often subsumed into the routine activities of the Ministry.

### **3.7 Local Councils**

The Local Councils are also considered one of the most critical partners in the Delivery of Basic and Secondary Education. The Local Government Act 2004 stipulates the devolution of critical services such as Education, Health and Agriculture to the Local Councils as well as ensuring that the mobilization of human and material resources necessary for the development, promotion of productive activities and basic infrastructures and implementing additional local development initiatives. They are also responsible for overseeing Chiefdom Councils and cooperating with relevant authorities to ensure security.

According to the MoF LGFD's fiscal planning 2005–2007, the then MEST devolved Government-controlled Primary and Lower Secondary Schools to the Local Councils. This included the functions of recruitment, payment of salaries, staff development, building rehabilitation and reconstruction, provision of furniture, provision of subsidized textbooks, and school supervision. In line with this arrangement, supervision of schools was handed over to the councils.

The Review Team observed, based on review of literature and interviews conducted that national education system has been devolved to the Local Council, without any stated policies to guide the process. Likewise, it is not understood which aspects of procurement will remain under the centrally controlled by the Ministry. It was also noted that the annual subvention received from the local council to the District Offices have not been effective.

#### **4. BACKGROUND TO MBSSE**

The Ministry of Basic and Senior Secondary Education (MBSSE) was established through a Presidential Declaration by His Excellency the President Dr. Julius Maada Bio, following his election victory in May 2018 when the then Ministry of Education, Science and Technology was divided into two separate Ministries: The Ministry of Basic and Senior Secondary Education and the Ministry of Technical and Higher Education. The new arrangements charged MBSSE with the responsibility for providing basic education at the pre-primary, primary and secondary levels to the country's school population while the responsibility for the Technical and Tertiary levels rests with the Ministry of Technical and Higher Education.

However, since the separation, MBSSE has continued to operate under the 2004 education Act, which replaced the 1964 Education Act and more or less with the same structure which of six Directorates, which include Educational Programmes and Services; Non-formal and Adult Education; Inspectorate Directorate; Research and Curriculum Development; and Planning and Policy with the exception of the Directorate of Tertiary Education which ultimately had moved to the MTHE.

The function of the Ministry of Basic and Secondary Education is to develop and implement education policy in line with the government's declared vision. To this end, MBSSE is mandated to develop strategic goals and programmes to fulfill the government's vision of preparing annual operational plans, to monitor and assess progress towards achieving the goals, and to support schools in implementing the programmes. In addition, the MBSSE is responsible for research related to education and culture, for the continuing inspection of schools.

The Ministry has a decentralize structure with offices in the Districts. However, policy decisions are taken by the HQ in Freetown. The Ministry is represented by Deputy Director at the District level whose main role is to oversee district educational services in their respective designated districts. However, the Review Team noted that this plan is not working well in practical terms when considered geographical spread of districts in each region and the inadequacy of mobility to promote education service delivery to several locations across the country. It is worth noting that the Ministry is not represented at the Regional level as there are no staff particularly assigned to the Provincial Cities other than those in the Districts which is the Headquarter of that region.

The Planning and Policy Directorate is responsible for data collection, processing and dissemination from affiliated institutions; The Directorate collects basic information from schools in collaboration with the Inspectorate Division which comprises inspectors and supervisors of school. The data collection is part of the Education Management Information System (EMIS) which harmonizes data collection, processing, analysis and dissemination at all levels of the education sector.

## **4.1. THE MANDATE, MISSION AND VISION OF MBSSE**

### **4.1.1. Mission Statement**

To provide opportunities for children and adults to acquire knowledge and skills, as well as, nurture good attitudes and values for economic growth.

### **4.1.2. Vision Statement**

To have an appropriately educated entrepreneurial and innovative citizenry, tolerant, productive and internationally competitive by 2030.

### **4.1.3 Statutory Framework**

The Ministry of Basic and Senior Secondary School Education is regulated by the Education Act, 2004, being an Act to reform the education system, including provision for pre-primary education, adult and non-formal education, and to provide for other related matters.

The Education Act 2004 replaced the Education Act 1964, which vests control of Education in the Ministers of Education and according to Part 3 (4.1) of the Act. Both Acts confer wide range of powers on the Minister of Basic and Senior Secondary Education which include the granting of permission to open new schools, the establishment of the Board of Education, Boards of Governors of Secondary Schools, the provision of grants-in aid for schools and the provision of regular inspection and supervision of schools.

In short, all decisional powers, authority, responsibility and control of education belong to the government in power represented by the Minister of MBSSE. The Minister may delegate parts of his/her power through the Chief Education Officer to the various Directorates and Units.

### **4.1.4 Functions of the Ministry**

**The Main functions of the Ministry can be summarized as follows:**

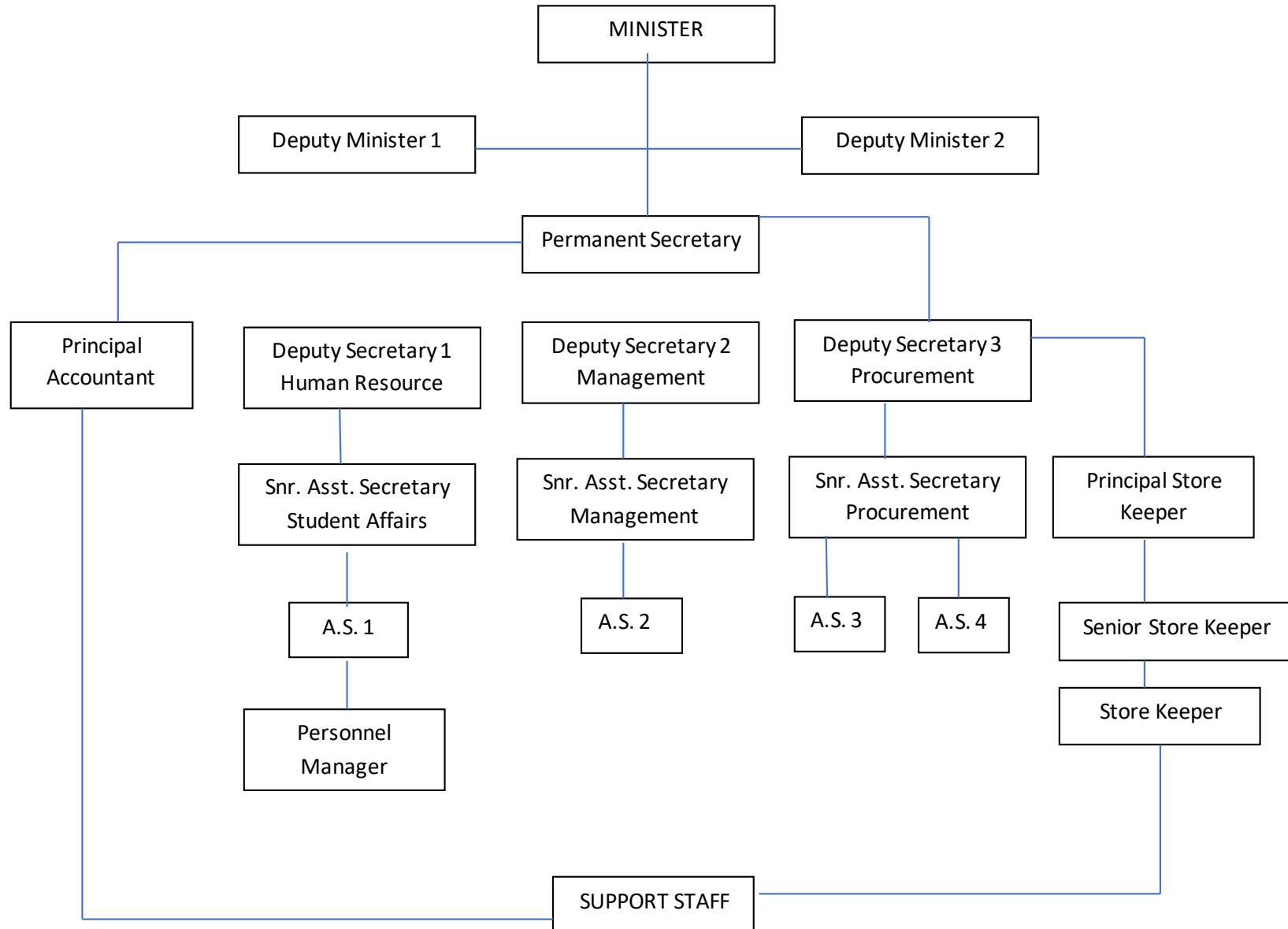
- The planning and management of education including the delivery of services, appointment, supervision and the provision of educational facilities;
- Determining and approving the curriculum contents and monitoring the quality and standards of teaching
- Engage in resource mobilization involving domestic and external funding, including liaising with donor partners;
- Initiating, implementing and overseeing Physical Health Education policies and programmes;
- Coordinating the activities of non-government organizations (NGOs) in the field of education.

## **5. THE STRUCTURE OF MBSSE**

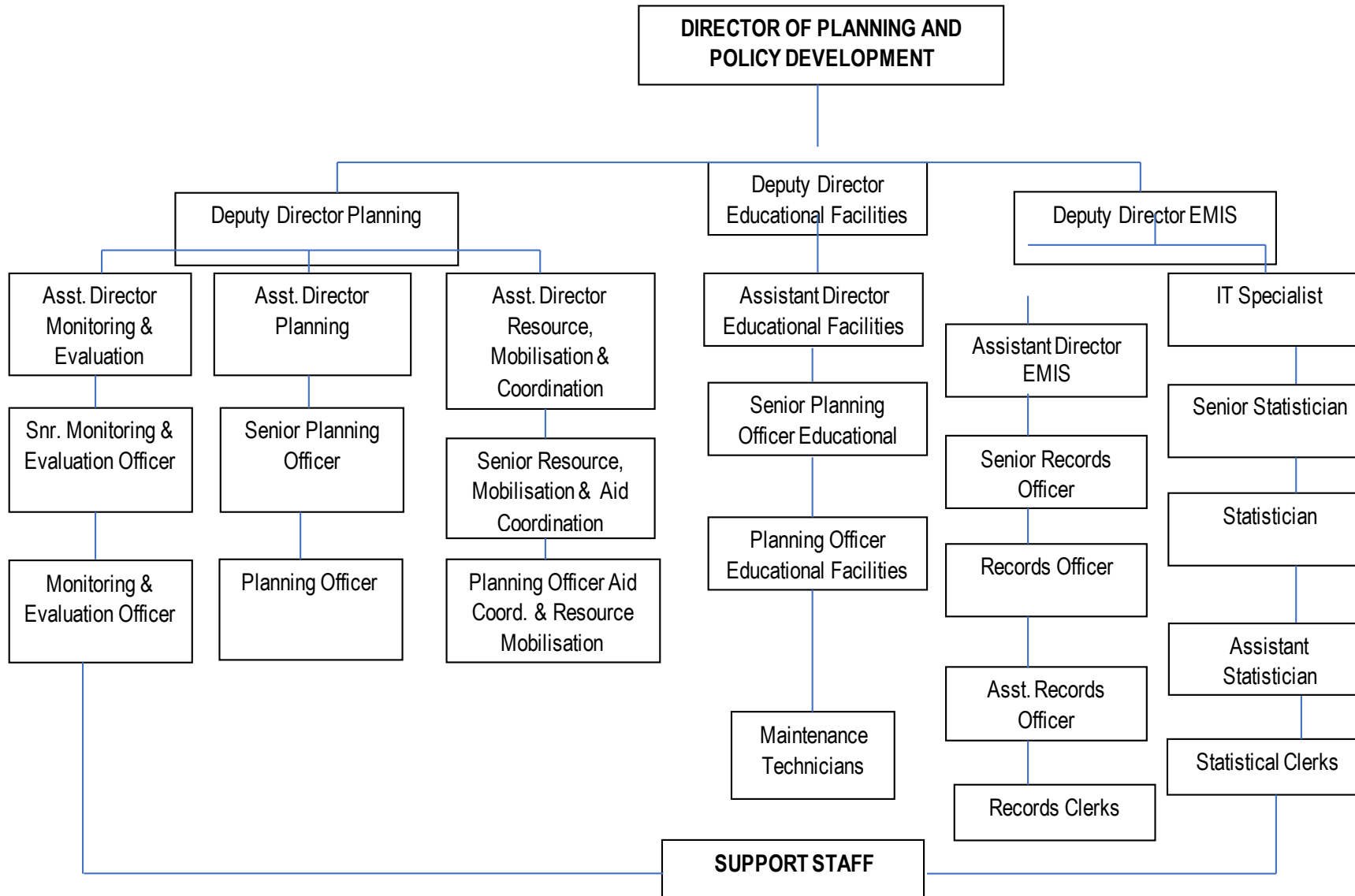
The Ministry of Basic and Senior Secondary Education, Sierra Leone is headed by the Minister and assisted by a Deputy Minister. Below the Minister of Education and Deputy Minister of Education is the Permanent Secretary who is the Vote Controller also principal adviser to the Minister on policy matters, coordinates policy issues within the Ministry as well as being responsible for the provision of administrative and welfare support services. Alongside the Permanent Secretary is the Chief Education Officer who is the Professional Head of the Ministry, and through Permanent Secretary advises the Minister on professional and programmatic matters, and also coordinates policy issues within the Ministry. The Ministry has six Directorates each headed by a Director reporting on professional issues to the Chief Education Officer. Each of the sixteen Districts of Sierra Leone has an office headed by a Deputy Director who reports to Director of Inspectorate Directorate who in turn report to the Chief Education Officer.

Each of the Districts and the Western Area in the country also have a Senior Inspector of Schools supported by a number of supervisors of school who are structured on the basis of School Zones within the District and report to the District Director. They oversee all teaching and learning activities within schools and other educational institutions, and also ensure the prescribed standards are being met within the District.

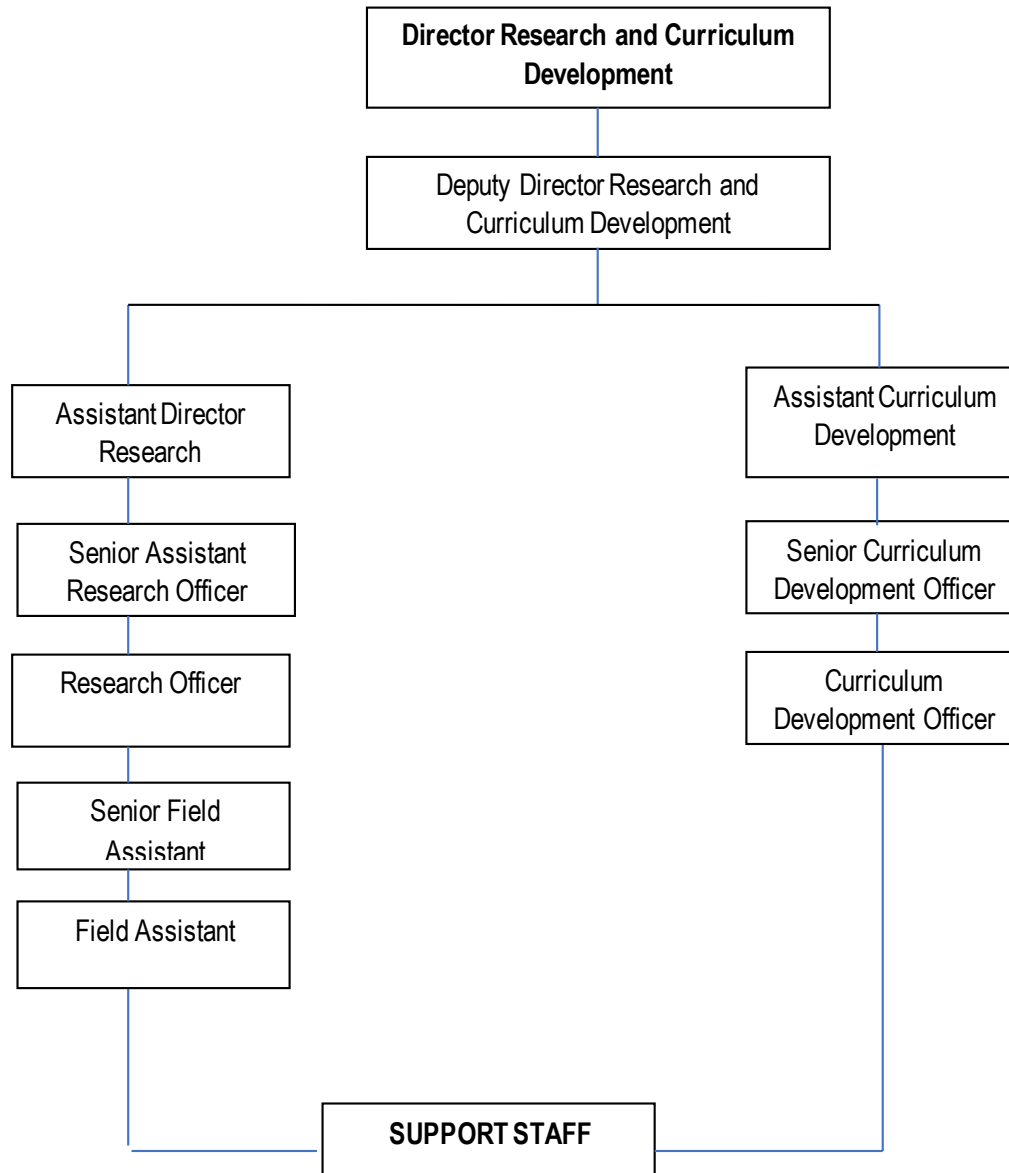
**ORGANIZATIONAL STRUCTURE OF THE (ADMINISTRATIVE STAFF)  
(JULY, 2009 – MEST)**



**ORGANIZATIONAL STRUCTURE OF DIRECTORATE OF PLANNING AND POLICY (JULY, 2009 – MEST)**

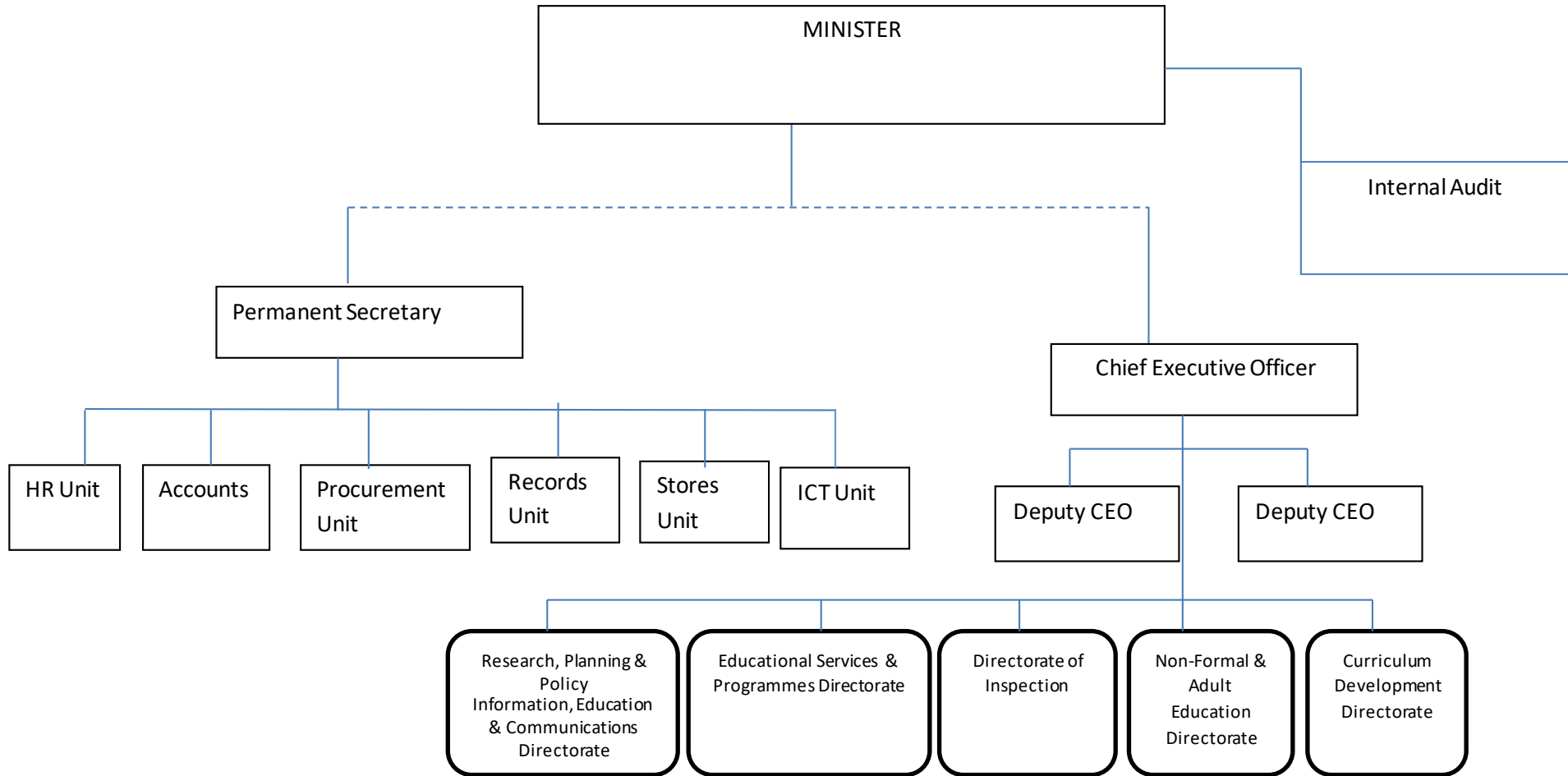


**ORGANIZATIONAL STRUCTURE OF DIRECTORATE OF  
RESEARCH AND CURRICULUM DEVELOPMENT (JULY, 2009 – MEST)**





# PROPOSED ORGANOGRAM



## 5.1. PROPOSED ORGANOGRAM BY THE MINISTER OF BASIC AND SENIOR EDUCATION

It worth taking into consideration that the Ministry has no new structure besides the 2009 one presented above. Implicitly, the organogram presented above is the old structure with the nomenclature the Ministry of Education, Science and Technology. However, the review team has presented a new structure.

The Ministry of Basic and Secondary Education is responsible for the formulation of national policies and programmes that ensures the delivery of quality pre-primary, junior and senior Secondary education. It is also mandated to coordinate academic research for sustainable development of basic and secondary education. The structure of the Ministry of Basic and Secondary Education is made up of one (1) Division and nine (9) Directorates, which include:

1. Directorate of Partnership and Financing
2. Directorate of Educational Services and Programmes
3. Directorate of School Quality Assurance, Management and Resources
4. Directorate of Policy and Planning
5. Directorate of Curriculum and Research
6. General Administrative and Support

### 5.1.1. FUNCTIONS OF THE DIRECTORATES

The specific role played by each directorate include:

**Partnerships and Financing Directorate:** The directorate will be responsible to improve both national and international allocation of resources for sustainable development of the free quality education across all relevant areas

**Educational Services and Programmes Directorate:** The directorate will be mandated to implement education on physical health, guidance and counselling and to people with special needs. In order to achieve this, the directorate is sub-divided into the following units: Physical Health Education Unit, Guidance and Counselling Unit and Special Needs Unit.

This directorate will be tasked with coordinating education on Foreign Language, National Language, Art, Home Economics and School Feeding. The objective is to improve education in each of the area mentioned.

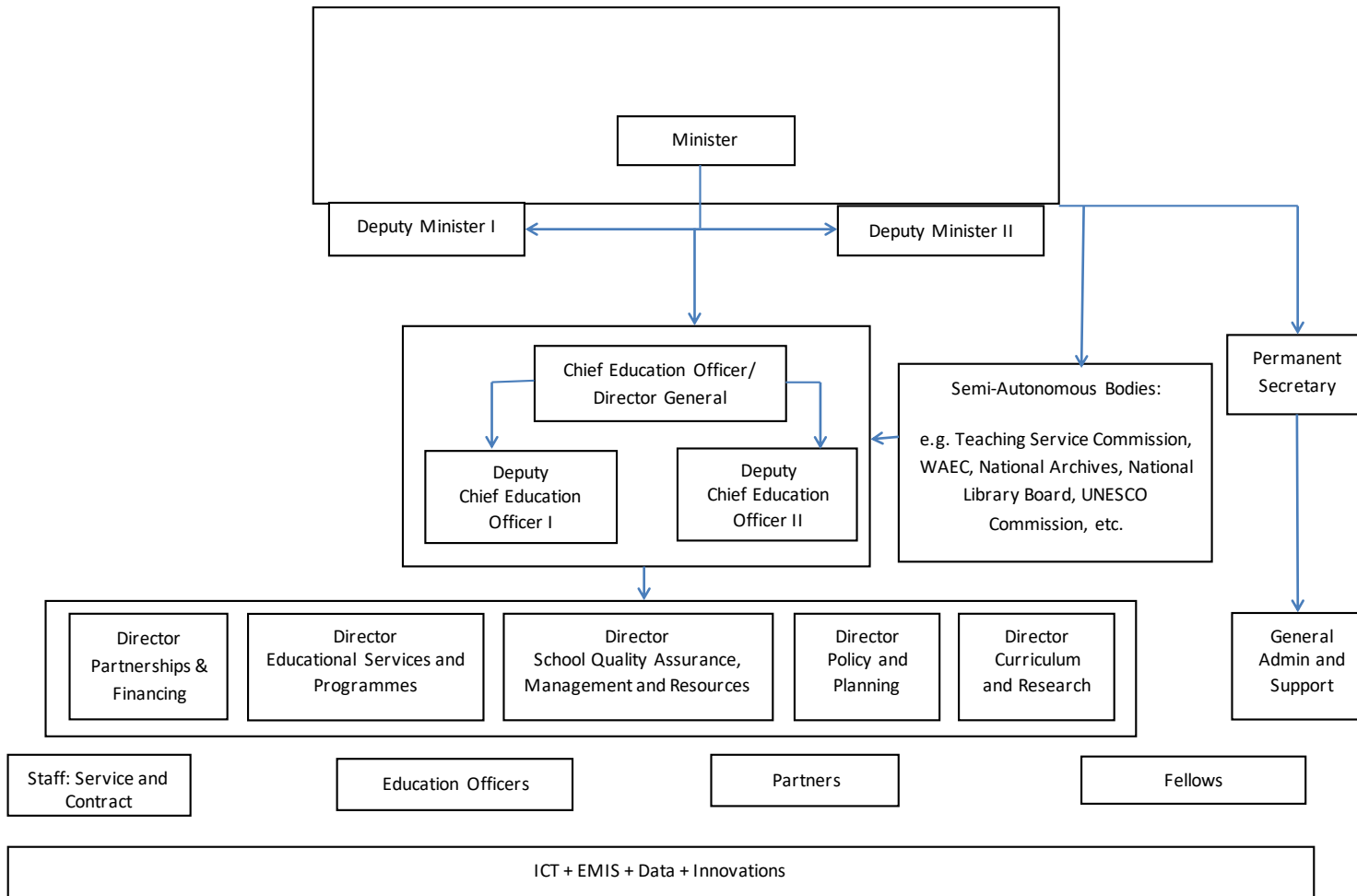
**School Quality Assurance, Management and Resources Directorate:** This directorate will be delegated with the responsibility of carrying out periodic inspection of educational institutions to ensure that educational

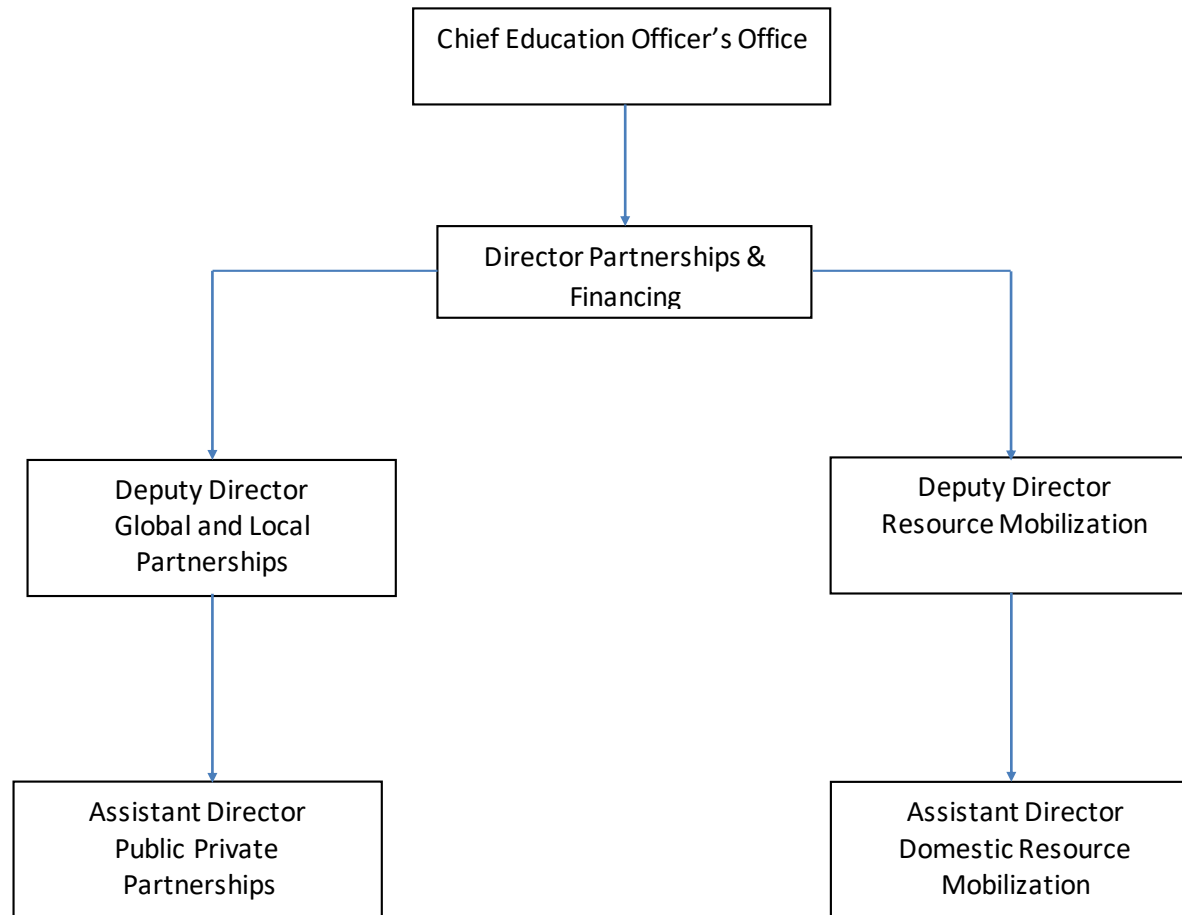
**Planning & Policy Directorate:** This directorate is sub-divided into three units, namely: Educational Facilities and Maintenance Unit, Statistics Unit and Monitoring and Evaluation Unit. The directorate will be tasked with the responsibility for coordinating the Ministry's overall research programmes, plans and policy making.

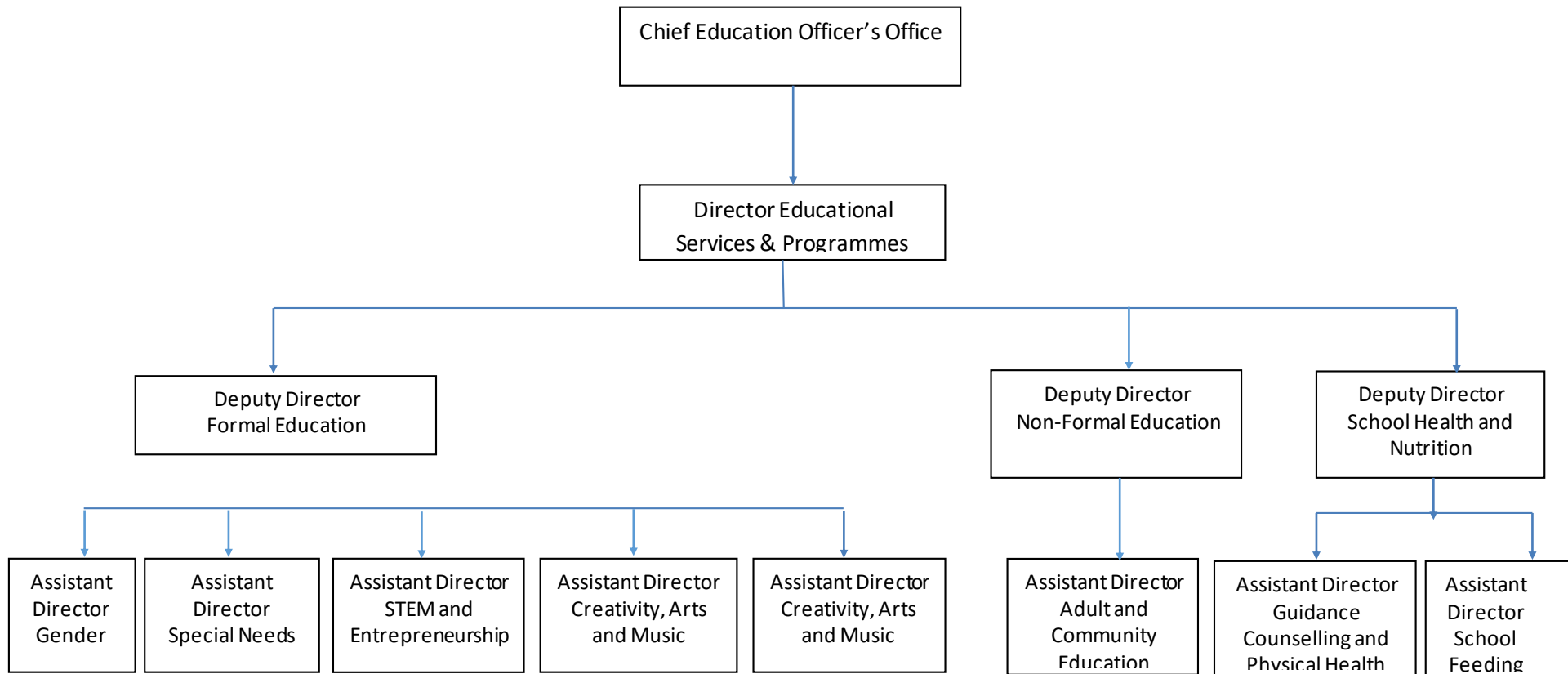
**Curriculum and Research Directorate:** This directorate will be mandated to coordinate the development and review of syllabuses for pre-primary, junior and senior secondary schools.

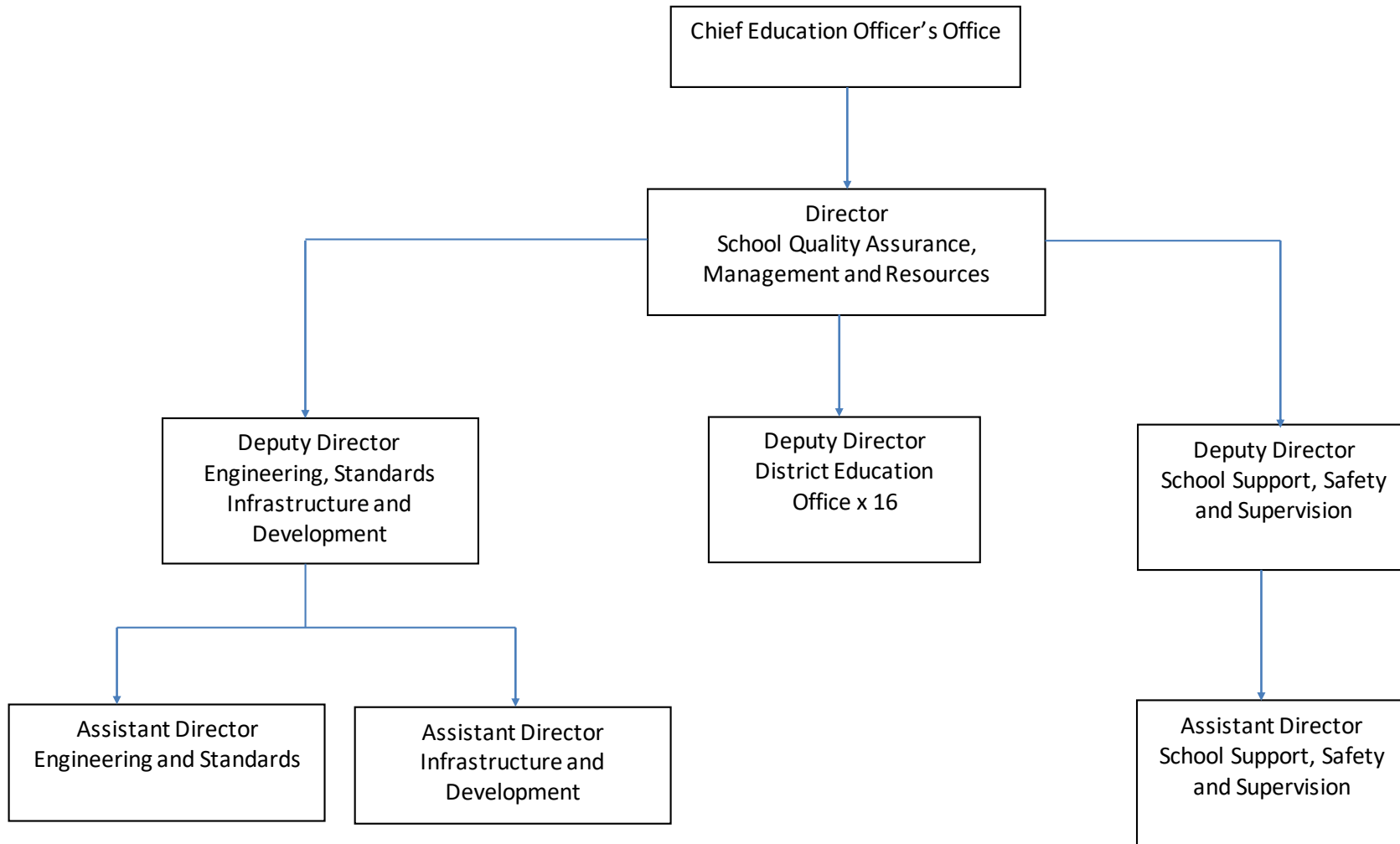
**General Administrative and Support Division:** The Administrative Division is headed by the Permanent Secretary. Its functions are to provide administrative and support services to the various technical directorates in delivering their mandates. It is supported by the following units: HR Management Unit, Account Unit, Procurement Unit, Internal Audit Unit, Educational Facilities and Maintenance Unit, Budget Unit, Records Unit, Stores Unit and Information and Communication Technology Unit.

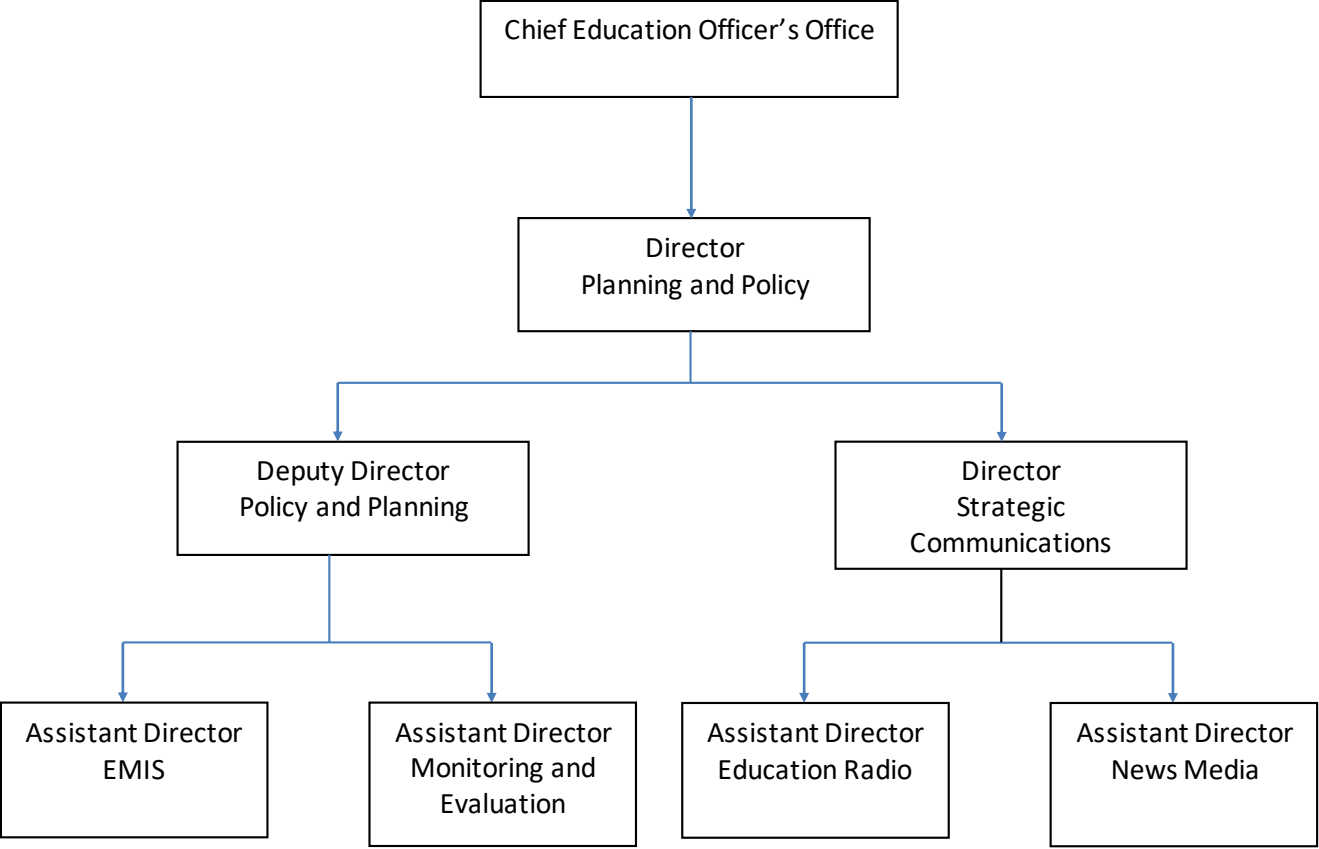
## PROPOSED ORGANOGRAM BY THE MINISTER OF BASIC AND SENIOR EDUCATION



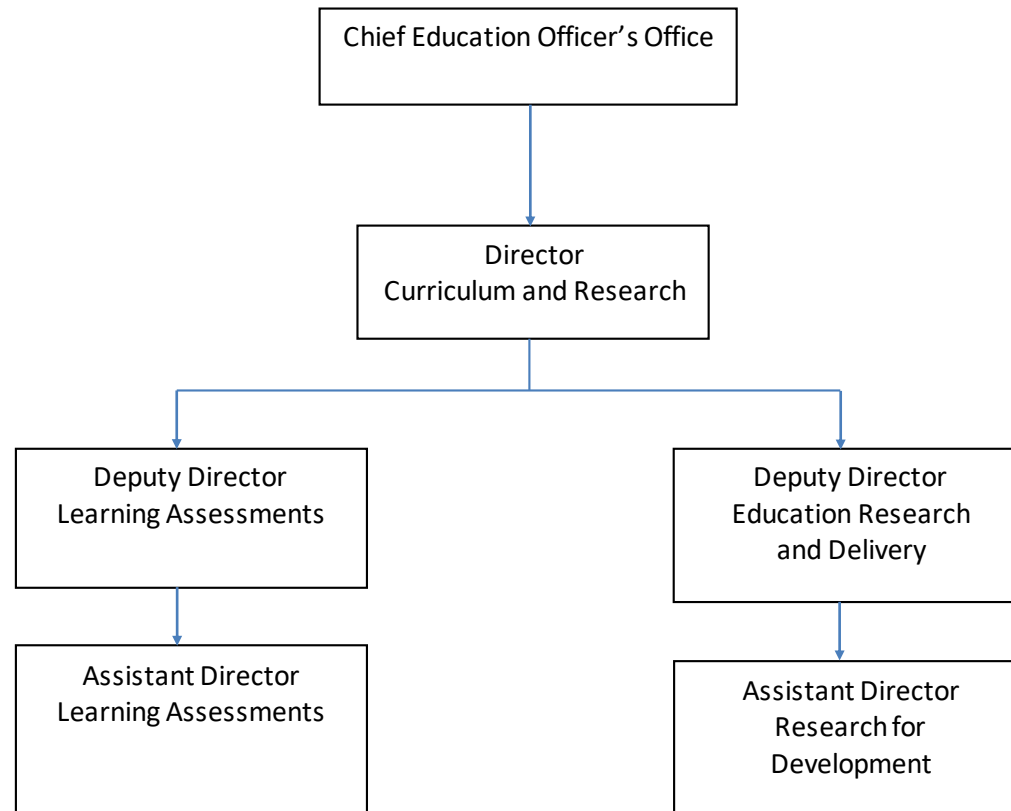












## 5.2 Main Findings, Analysis and Recommendations

### Day-to-Day Administrative and Operational Functions

Majority of those interviewed expressed dissatisfaction about the way and manner in which the Ministry manages its day-to-day operational and administrative functions. Most of the adverse comments were directed at the lack of effective structures, poor operational systems and poor administrative support services particularly at the District Offices. We also noted low level of staff morale and the lack of commitment to service by some staff, inadequate logistics and equipment to monitor and supervise schools across the country.

Some personnel also expressed frustration regarding the lack of the opportunities for personal development or promotion. However, some personnel equally expressed the willingness and commitment to their work irrespective of the poor condition under which they work. Others also expressed the lack of alternative professional option or other employment opportunity, as such, preferred to remain in Civil Service as permanent career path. On the other hand, majority of staff expressed deep-rooted anger and frustration owing to the lack of promotion and poor remuneration. Some of them claiming to have spent more than ten years in the same position without any promotion, and are fast approaching statutory retirement ages in few years, whilst others have already attained a retirement age without any career fulfilment.

### The Prospect and Challenges to the Education Sector

The Review Team identified several gaps and challenges specific to the education sector which if not addressed could affect education service delivery. This implies that, success or failure will depend on how well these efforts are sustained within the infrastructure of the education sector. Some of the prospects and challenges are discussed as follows:

- i. **The Separation of the Ministry of Basic and Senior Secondary School Education and the Ministry of Higher Learning and Tertiary Education:** The Government of Sierra Leone has successfully divided the Ministry of Education Science and Technology to the Ministry of Technical and Higher Education and Ministry of Basic and Secondary Education. In line with this policy directive, the Ministry of Basic and Secondary Education fosters oversight and supervision of Basic and Senior Secondary School Education. In essence, the review revealed that the division of the Ministry has generally helped to create institutional focus to specialization with the overall sectoral goal of fostering effective education service delivery in the country.
- ii. **The Relationship between Stakeholders of the Education Sector Enhance Specialization:** It emerged that the Ministry has a very wide network of stakeholders and also enjoys a strong stakeholder relationship in the Education Sector. This observation was accentuated by the Permanent Secretary, the Chief Education Officer and the Executive Secretary of the Basic Education Commission. After, critical analysis with respect to their respective roles and responsibilities, it emerged that the continuous engagement at the sectoral level through various committees set up and weekly sectoral meetings have help to minimize overlap of functions, as well as roles and responsibilities.

- iii. **Regular Sectorial Meetings:** The review also shows that the introduction of Regular Sectorial Meetings to technically manage collective sectoral deliverables has helped to enhance productivity and communication at the sectoral level. It has also helped to ensure that stakeholders are informed about decisions, plans and activities of each other; and ensured that they have the opportunity to deliver on agreed action points on schedules, but with specific focus on institutional specialization as well as operational system and processes. These meetings have helped to ensure that appropriate structures are in place for operational and continuity purpose as well as providing stakeholders with the opportunity to contribute to the overall vision of the Government of Sierra Leone with respect to decision-making processes, thereby allowing for a more effective information flow at vertical and horizontal levels. However, it emerged that this sectorial coordination arrangement is only effective at the central level but not at the provincial and district levels.
  
- iv. **Funding of the Free Quality Education:** It was envisaged by analysts that the introduction of the Free Quality Education will no doubt lead to an astronomical increase in funding for education. This has certainly been confirmed by the review. Despite challenges faced by the Government in resource mobilization, education expenditure has increased since the adoption of Free Quality Education for all, thereby indicating the high priority placed on education by the Government of Sierra Leone. From interview sources, it is envisaged that there will be further increments as more pupils and other components of the FQE are expected to come on board in the coming years.
  
- v. **Weak Human Resource Capacity and Poor Remuneration of Teachers:** Documents reviewed backed by interviews revealed that despite the number of Reforms programmes and projects already implemented by the Ministry and other stakeholders of the Education Sector, many challenges remain to be addressed. The Review Team has affirmed some of the problems also clearly articulated in the documents reviewed during this MFR including the People's Manifesto and speeches of H.E. the President which collectively revealed weak human resource capacity and poor remuneration of teachers. The none inclusion of Teachers in the initial package for the FQE has also exacerbated the problems. During the review, there were serious concerns about the present salary for teachers which were estimated to be below \$100 US Dollar for majority of the Teachers. If nothing is done in this area, it has the tendency of undermining the successes already attained.
  
- vi. **Affordability:** According to the Education Sector Plan, the Education Act of 2004, empowered the Ministry to provide 'free and compulsory' basic education. However, it is also stated in the Education Sectoral Plan (ESP) that affordability still remains as one of the biggest challenges facing the education sector. Other critical challenges include significant overcrowding in existing education facilities, inadequate secondary school facilities in some Districts/Chiefdoms, and lack of basic water and sanitation facilities in many schools.
  
- vii. **High Teacher-Pupil Ratios, Limited Classroom Space and Double Shifts:** Documents reviewed and interviews conducted indicates that the country is still struggling with high teacher-pupil ratios, limited classroom space and the prevalence of double shifts among teachers, which contribute to the reduction of the number of instructional hours, and which also continue to affect the quality of education especially in the rural communities. It emerged from Focus Group Discussion conducted in Bombali and Port Loko Districts that in some difficult to reach rural schools, one teacher teaches from class one to class six. Documents reviewed also revealed

that shortage of qualified teachers and the lack of resources to train, and retain a sufficient number of academically qualified candidates for teaching positions also undermine education quality in Sierra Leone. The Review Team noted that the private schools are attracting and competing with the Government-supported schools.

- viii. ***The Lack of Effective Management and Supervision:*** The Review Team noted systemic inefficiencies at school and tertiary levels owing to the lack of effective management and supervision. The Team is of the technical opinion that school-based mentoring system ought to be adopted by every school so as to promote significant systematic improvements in teachers. This also include a sustained process through teacher development meetings and other in-service training schemes.
- ix. ***Access to Free Quality Education:*** The Team is of the view that key action to improve quality of primary education in the area of access should include implementing measures to reduce the relevant institutional system inefficiencies. Such measure should include re-thinking the pupils' distance to school range established on the basis of the school mapping exercises. In some rural communities, there are no child-friendly system which seems to be reducing assess especially in remote rural area, where children have to work long distance to school. However, the review result also shows that there has been an increased primary school access needs to vulnerable group of children in the urban areas but limited in rural communities. Despite the complimentary support by some international Non-Governmental Organization like '**Handicap International**', and Local NGOs like '**Leh We Learn**' and '**Street Child**', there have not been effective system in place to be able to benefit from the complimentary supports from these NGOs. However, the donor funded projects that are collectively helping to provide access to children who may have missed enrolment or who might have been dropped out of school before completing household, and those that are physically challenged.
- x. ***Increased Enrolment and the Provision of Teaching and Learning Materials:*** Documents reviewed complimented by some interviews revealed some significant achievements particularly in primary education following the successful introduction and implementation of Government's flagship Free Quality Education. Improvement were realized in increased enrolment and the provision of teaching and learning materials.
- xi. ***The School Feeding Scheme:*** Document reviewed and interviews conducted revealed that primary school enrolment increased significantly at a point in time due to an increased budgetary support by Government, which has been complimented by donor assistance. However, the review result has also pointed at some signs of system inefficiencies resulting in the lack of effective coordination of some of the components of Free Quality Education Initiative, one of which includes the School Feeding Programmes. Already, the School Feeding Scheme have already resulted to significant improvement with respect to expanded access to particularly children from deprived families and communities.

## **Recommendations**

In view of the above stated positive outcome, as well as gaps and challenges, the Review Team is Recommending the following:

- ***The Establishment and implementation of a System for Strengthening the Management of Teachers Workforce:*** We **recommend** that through the leadership of the MBSSE and Teaching Service Commission, the Government should establish and implement a system for strengthening the management of the teaching workforce. This should include incentive packages to make teaching service more attractive; and to also provide adequate Teaching and Learning materials for the effective implementation of the Free Quality Education for all. We also **recommend** that the Ministry and the Teaching Service Commission, with technical backstopping of other Sectoral Players must be very vigilant, with stringent measures against exams malpractices.
- ***Quality improvement at School:*** This depend on the adoption of strategies for effective and efficient deployment of teachers. Effective teacher professional development and pay reform is crucial for consolidating education capacity building and for sustaining and improving performance. As the intrinsic rewards of teaching are significant, we **recommend** a reasonable remuneration as vital to boost the moral, recruitment and retention of a good quality teaching force. Across the entire Education Sector, one major development will be that of effective institutional, management and instructional leadership. We are also **recommending** that the Teaching Service Commission should endeavors to ensure that teaching forces devote all of the required time to actual teaching.
- ***Clinical Supervision and Mentoring:*** we **recommend** that measures should be instituted to ensure clinical supervision and mentoring of teachers. Such supervision will result in reducing teachers' absenteeism and increasing the pupils' time on tasks. We also **recommend** that actions should be prioritized to include implementation of Teacher Development Strategy, planned quality in-service retraining of teaching work force at all levels. Part of this should also include, whenever resources are possible to establish and strengthen teachers' Resource Centres, if resources are also available to establish and strengthen ICT system for open learning to ensure effective education service delivery. We further **recommend** that teacher management appraisal system at school level should be instituted and enforced. We also **recommend** that Principals of Schools and Head Teachers be assisted to develop institutional leadership capacity by providing training or re-training opportunity.
- ***Sustainability of the School Feeding Programme:*** This should be intended not just to provide balanced and regular meals for school children but also as a means of encouraging enrolment and completion of school. In this regard:
  - a. We **recommend** that the School Feeding Programme be imbedded as permanent Unit within Ministry.
  - b. We **recommend** that access should include the promotion of pre-primary education as a means to achieving higher pupils' turnout. We are confident that this measure will continue to enhance the preparation of children to benefit from primary education.
  - c. We also **recommend** the strengthen of integrated service delivery at school level. This will include exploring partnership and collaboration with strategic partners and donors to realize an effective integration of strategies to promote community participation in the school feeding programme.

- d. We further **recommend** that effort should be made to promote the school garden concept to supplement the food in schools as well as using farmers' fields to train local communities and schools on best production methods to support the School Feeding Programme. The possibility of encouraging commercial farming and establishment of a processing factory are options that are also worth taking into consideration.

## 5.2 Structural and Operational System and Processes

The Review Team observed that the Ministry is still at a crossroad since the Ministry of Education, Science and Technology was divided into the Ministry of Higher Learning and Tertiary Education, and the Ministry of Basic and Senior Secondary Education. Despite the positive outcome with respect to focus on specialization, the Review Team identified the following:

- i. Struggling to Cope with the Separation of Policy responsibilities: the review result shows that MBSSE has been struggling to cope with the separation, as well as in undertaking certain management and operational functions. The Review Team particularly noted that some functions of some Directorates have been transferred to the Ministry of Higher Learning and Tertiary Education, thereby leaving some of the Directorate and Units of MBSSE ineffective, which equally justified the need to restructure and to also design new roles and responsibilities for these Directorates or Units within the Ministry. These challenges also justified the need to establish appropriate structures for operational and continuity purposes, as well as providing staff with the opportunity to contribute to the operational function of the Ministry.
- ii. Directorate system: The Review Team observed that despite the separation of the Ministry of Education, Science and Technology to the Ministry of Basic and Senior Secondary Education and the Ministry of Higher Learning and Tertiary Education, the team is of the professional view that Directorate system is still the best structural and operational system for the Ministry. As such, the Ministry requires no major restructuring in the short and medium term.
- iii. The Day-to-Day Operational Functions: A significant number of staffs interviewed expressed dissatisfaction regarding the ways and manner in which the Ministry perform its day-to-day administrative operational functions. Most of the comments were directed at the lack of effective structures, ineffective operational systems, as well as the lack of internal consultative processes and procedures. We confirmed these lapses after opinions were triangulated in the regional district headquarters with the need to urgently address these challenges and concerns.
- iv. Different Salaries Scale above the Normal Pay Scale of Civil Servant: The Review Team revealed that the Ministry has contract staffs on different salaries scale above the normal pay scale of Civil Servants, most of who were employed by the Office of the President without observing the normal Civil Service employment system and procedures instituted by PSC and HRMO. According to one senior official of the Ministry, number of contract staffs receives higher salaries than their direct supervisors.

- v. **Reporting Line:** The review revealed that reporting lines are not always observed in operational terms or clearly spelt out in detailed job descriptions. As a result, several Directors and Heads of Units interviews reported that they are not often informed about some activities of the Ministry. Likewise, though the contract staffs attached to projects are contributing to the Management and Operational functions of the Ministry, the review result also revealed that the Ministry is still faced with challenges to clearly defined the reporting line between some contract staff in terms of supervision of deliverables. Several Senior Personnel affirmed that inasmuch as their recruitment was not in line with the Civil and Public Service system, their loyalty lies with the Office of the President. In most cases, the allocation of work and reporting lines completely by-pass the structures in place and as a result some Directors and Heads of Units are not always fully aware of the activities of their staffs under their supervision.
  
- vi. **Structural overlap of functions or duplication of activities:** The Review Team identified some structural challenges but could not identify any serious structural overlap of functions or duplication of activities between Directorates and Units. However, the Review Team identified the following:
  - a. Duplication of function with respect to Gender Unit of MBSSE and the Ministry of Social Welfare, Gender and Children Affairs with respect to the promotion of Girl Child Education.
  - b. Similarly, the collection, analysis and storage of statistical data are undertaken at all Directorates and Units of the Ministry. There is a need to properly address this aspect by the Central Information Unit (CIU) and Education Management Information System (EMIS) within the Planning and Policy Directorate.
  - c. The review result also shows that the Teaching Service Commission has eroded some functions of the division of Junior Secondary School (JSS) Unit of MBSSE. This Unit was responsible for teachers' recruitment and discipline in secondary schools, but has been handed over and performed by the Teaching Service Commission (TSC). The review also noted reduction of the function of JSS Unit most of which are also performed by the Basic Education Commission.
  - d. The team observed that the job description of Inspector and supervisors of School are similar, which justified the need to take a critical review at their functions to be merged to prevent duplication of functions.
  
- i. **Budgetary allocations to District Offices:** Though the management and administration of education is decentralized with District Offices headed by Deputy-Director, the District Offices receive budgetary allocations from the District Councils. Unfortunately, it emerged that, at the time of this MFR (Fourth Quarter), the District Offices have only received first quarter budgetary allocation from the District Councils, which continue to affect their overall productivity, whilst the second and third quarter subvention were not forthcoming. Particularly, this continues to affect School Monitoring, Inspection and Supervision as well as other logistics, equipment and administrative support services across the country.

- ii. **Performance Management System:** Like all MDAs, the Ministry is expected to be fully compliant to Individual Performance Appraisal System (IPAS) introduced by the Human Resource Management Office (HRMO). However, it emerged that some of the District Offices are not fully aware of the IPAS. An evident to the point is that some Inspectors and Supervisors of Schools in the District Offices affirmed that they never had the opportunity to fill any IPAS form.
- iii. **Annual Workplan:** The result also shows that detailed work plans are not prepared at Ministry and District levels on an annual basis which should necessitate setting out specific targets to be achieved within a specific period of time. Though there are evidences of Supervisor of Schools and inspection schedules, these are individually designed and shared with School Inspectors and Deputy Directors but not necessarily a workplan designed by the Ministry or Deputy Director to track progress and individual performances.

### **Recommendations:**

1. In the spirit of decentralisation and devolution of functions, we **recommend** that the District Offices are fully equipped with the requisite staff compliment. In other words, the structure of the Ministry should be reflected at the District level and clear reporting line and networking system established.
2. We **recommend** that the present Directorate system be retained but should be reinforced by an excellent management and operational plan to ensure effective reporting line, effective team building, vertical and horizontal coordination and foster staff welfare. In other words, the Ministry should continue with its present Directorate structure, which should be reinforced by effective implementation of **recommendations** proffered in this report. This is in view of the reality that the report is full of recommendations gearing towards strengthening management and administrative, as well as operational functions of the Ministry.
3. The Review Team is also making a case for the creation of a Directorate of Information, Education and Communication (IEC). This Directorate will be specifically mandated to oversee media relations, such as writing and publishing publications, broadcasting educational programmes on radio and television and help raise awareness of educational activities to the public. As such, the Directorate will be sub-divided into three Units: Public Relations Unit, Broadcasting Unit and Publication Unit.
4. The Review Team is making a case for the division of the Research and Curriculum Development to have a Directorate for Curriculum Development, and to add Research to Planning and Policy Directorate. In this regard, the Director of Research, Planning and Policy will perform an auxiliary function to Curriculum Development and other directorates as the case maybe.
5. We recommend that the Ministry strictly commit staff at the District Offices to IPAS. The key focus of this yearly performance assessment will be to deepen understanding of the effectiveness of education service delivery, as well as individual and institutional contribution to the process. As part of this assessment, the Ministry will have been able to determine the extent at which staff at the District Offices especially the Inspectors of Schools are able to promote the policies of the government with respect to the Free Quality Education.



### 5.3 Human Resource Management

There is an overwhelming perception among personnel at the Headquarter that Human Resource Unit of the Ministry is very weak. This opinion was also affirmed in District Offices targeted. The general perception within the Ministry is that the Human Resource Unit has not been doing enough over the past few years besides controlling personnel records, maintaining the staff list, representing the Ministry during annual Manpower Hearing; overseeing clerical and auxiliary staff working for the Ministry, monitoring attendance records for junior staff; managing files and despatching correspondences as well as supervising Typing Pool.

Whereas, majority of the respondents expects to see the HR Unit doing more particularly with respect to initiating capacity needs assessment, fostering and coordinating training activities and making the case for staff promotion. The Review Team also noted that some personnel recruited in 2013 only received their confirmation letters in 2018 and 2019, after five years of service which is against the Civil Service Code, that stipulate two years of probationary period.

In the midway of the this MFR, there has been some change in this perception by some Personnel in the Headquarter and hope were expressed following the recent Change and transfer of new Human Resource Officer from the Ministry of Transport. Some of the findings and recommendations are thematically discussed below:

#### 5.3.1 Support Services provided by Human Resource Unit

The support services generally include staff welfare, performance management systems and processes, job description, the records management and related activities, typing services and management of auxiliary staff. So far, majority of staff interviews at the Headquarter and District Offices expressed disappointment and the lack of confidence in the administrative support system and service owing to many lapses that have resulted to so many problems. Some of the problems noted are stated below.

- **Low Staff Morale:** The Review Team noted the general low staff morale which was more evident among Supervisors and Inspectors of Schools, some of who have never benefited from Annual Leave, neither are they benefiting from Annual Leave Allowances. It emerged that some of the Inspectors and Supervisors of Schools have spent between 10 to 20 years in the same position without any promotion or salary increasement. The review also noted that the Supervisors and Inspectors of Schools are often working under extremely difficult condition and traveling on foot or on rented moto bikes on high risk and unmotorable roads, often crossing rivers during the raining session without any risk allowances or per diem. On the 8<sup>th</sup> July 2019, Isatu Samuel, one of the Supervisor of Schools in Bo District had a fatal road accident and died in active service. Yet, most of those interviewed expressed the willingness to continue working for the Government if the necessary support service and the necessary conditions are available.
- **File Office:** It also emerged that File Office situated at the Typing Pool has not been fully functional in many years. Facilities are very limited and files are generally in very poor condition. There are no proper tracking facilities in the file offices. As a result, files are stacked up on the floor and around the room in most Directorates and Units. Some personnel interviewed revealed that some files are difficult to trace. Due to problems associated with the File Office, other Units in the Ministry are reluctant to use its services

and have therefore developed their own filing systems, which has resulted to the reduction of the functions of the Filing Office.

## Recommendations

- We **recommend** that the HR Unit pay critical attention to the issues raised by some Supervisor of Schools and Inspection at the District Offices with respect to promotion and other HR support Services; and to also urgently look into the problem of those who have served for more than 10 to 20 years in the same positions without any form of promotion or salary increment. We also **recommend** that the necessary system is put in place to ensure they also benefit from Annual Leave allowances and Annual Leave.
- We **recommend** that, with the support of HRMO, the Ministry should ensure that an HR Assistants are posted to every district office to work with HR Officer at the Headquarter to be able to provide enough HR and welfare support service to staff at the District Offices.
- We **recommend** that File Office situated at the Typing Pool be relocated to an appropriate records management Department, and to also ensure that the record management Unit is fully functional and equipped with all necessary facilities. We also **recommend** that the record management Unit is established in all District Offices, and also encourage all members of staff to use the records management centres.
- We **recommend** that, when resources are available, priority is given to the typist in the typing pool and also with the necessary word processing facilities. This should mean that they will then be in the position to handle an increasing volume of work and provide a typing service to other Units in the Ministry. Office accommodation is extremely overcrowded. As such, we **recommend** that more suitable accommodation is sought for them.
- We **recommend** that Ministry strengthen the Human Resource Unit to be seen as responsible, and the point of contact, for all human resource activities within the Ministry. We also **recommend** that the HR Unit is provided with the necessary support needed to be able to extend welfare support service to personnel at the District Offices. As it emerged that most of the professional staff have their personal computer and does their respective typing of correspondences and other document without much reliance on any administrative support service from typing pool as before, the Review Team is of the view that typists with the request competences are needed to perform other function that will complement the activities of almost all Directorates including Policy and Planning and Research and Curriculum development that deals with enormous data collation, data processing and reporting.

### 5.3.2 Training and Career Development

It emerged that the Ministry undertake several tailor-made trainings on specific areas, as part of projects to improve staff competences. Particularly, the Review Team also noted several trainings have been undertaken on how to effectively implement the Free Quality Education Initiative of Government. However, the review also revealed that there is no systematic training programme in place, neither have there been any capacity need assessment recently conducted to identify capacity gaps within the Ministry. The following were also noted:

- **Staff Promotion:** It emerged that career development is not fully encouraged by the Ministry. Several Mid-level Officers complaint about promotion based on relations rather

than competences, as against the Civil Service codes and principles that promotes competence-based promotion. As already stated, it emerged that cross section of Deputy Director and schools' Supervisors and Inspectors have spent more 10 to 20 years in the same position without any form of promotion or incentive.

- **Staff Training:** The Review Team is of the view that, capacity development is expected to remain a key priority for the leadership of the Ministry. However, the review result shows that there is a range of capacity challenges including administrative underperformance. It also emerged that staff training are often conducted around specific needs; and such trainings are tailored towards addressing some of those needs, and to directly address specific institutional goals to be achieved. One typical example is the recent focus on the promotion of the Free Education Initiatives with increased attention to context specific skills training with respect to monitoring, reporting, and inspection of the Free Quality Education initiative. However, over the years, capacity strengthening was not focus on other areas such as basic ICT.
- **Leadership and Communication Skills:** The Review Team also noted gap in the area such as in leadership and communication skills. Ideally, these skills are expected to complement other technical knowledge and enhance staff performance and productivity.
- **Job-Related Trainings:** The majority of clerical and support staff have had the opportunity to attend job-related trainings such as workshops and seminar organise by the Ministry through in most case donor funded programme. However, most of the staff interviewed have gone through higher learning (Academic Degrees Programmes) and professional courses at their own expenses.
- **Limited Trained Manpower:** It emerged that operational outputs of some of the Directorates and Units are affected by the limited trained manpower and material resources available. Although statistics on work activity are not readily available, information obtained from the interviews revealed that these factors are having a major impact on work standards.

## Recommendations

- **We recommend that** career development is fully encouraged by the Ministry. We also **recommend** that the Ministry Fast-track the promotion of some Deputy Directors, School Inspectors and Supervisor. In line with this recommendation, we also **recommend** that the Ministry create a **REGIONAL DIRECTOR** position, and to ensure that Deputy Director have the opportunity to apply for the position based on experience.
- We **recommend** that capacity development remains a key priority for the leadership of the Ministry, which should also be linked to a careful analysis of feasible development priorities and needs. We **recommend** that the Human Resource Officer coordinate an Annual Institutional Capacity Needs Assessment and implement all training programmes of the Ministry.
- We **recommend** that capacity-strengthening be conducted around specific needs, and training be tailored towards addressing those needs to ensure the skills being built directly address the institutional weakness and foster productivity. We also **recommend** the need to priorities records management and computer training, particularly for administrative staff.

- We also **recommend** that the Ministry provide opportunities for training and personal development which is currently limited in the Ministry though it emerged from interviews that some of the professional staff have had the opportunity to undergo so many context specific in-country and overseas training in their respective areas of specialisations at their own expenses.
- Though the Ministry has undertaken several tailor-made trainings during inception phase of several project in specific areas, and as also part of project implementation process, we **recommend** that the Ministry undertake annual capacity need assessment to identify skill gaps of some personnel and proffer recommendations to fill those gaps.
- We also **recommend** that staff promotions and career development are based on merit. This is expected to be implemented through the introduction of a merit-based open-competition system of recruitment, which will assist in solving the problem of nepotism and patronage. Once again, we **recommend** that the Ministry take the IPAS serious as the basis for staff promotion.

We **recommend** that the typists are re-trained with modern Information Technological system to be able to handle an increasing volume of work and provide a typing service to all Directorates and Units of the Ministry.

### 5.3.3 Staffing and Recruitment

The review result shows that most of the Directorates and Unit are substantially understaffed. As such, they are not fully equipped with the request staff complement to carry out their prescribed range of functions. Although most of the Directorates are responsible for distinct areas of work and programmes, it emerged that the size of individual Directorate and Units in terms of numbers of posts varies considerably. So far, the Review Team noted the following:

- **Institutional Productivity:** The Staff strength within most of the Directorates and Units are very weak. As such, they could not promote institutional productivity. For instance, **the Gender and Non-Formal Educations Units** have very elaborate operational function to perform, but have inadequate technical staff to help achieve the mandate of the Ministry in this respect. This therefore justified the need to urgently recruit technical staff with the requisite thematic expertise in Gender and Non-Function Education issues.
- **Inspectors and Supervisors:** It emerged that some District Offices have more than One thousand (1000) schools to be supervised by very few supervisors. The inadequate staff strengthen and the lack of skill manpower in the District Offices to conduct effective monitoring and supervision is affecting their productivity. Though the recruitment and appointment of Teachers Attached/ Teacher Supervisors were made exclusively by special arrangement between the professional staff at the Ministry and District Offices without the involvement of PSC and HRMO, we **recommend** that the Ministry fast-track a competitive recruitment process with opportunity given to the current supervisors and inspectors to apply. Part of this will be to recruit more inspectors.
- **Directors:** There are currently 49 staff at the Directorate of Inspectorate, Directorate of Non-formal Education 2, Directorate of Educational Programme and Service 6, Directorate of Research, Directorate of Planning and Policy 2, and finally, Directorate of Education, Art and Curriculum Development non.

- **The Units under the Educational Programme** including Foreign Language/National Language; Pre/Primary Unit; Early Childhood Development Unit; JSS/SSS Unit; Arabic/Islamic Educational Unit; Gender Unit; School Broadcasting Unit; Physical Health Education Unit; Special Needs Unit; Home Economics Unit; Library/Publication Unit; Guidance or Counselling Unit.

## Recommendations

In view of the gaps and challenges highlighted above, the Review Team recommend the following:

- We **recommend** that all professional, administrative and clerical staff should be provided with written job descriptions. This should clarify individual job responsibilities and improve line management plan.
- We **recommend** that the Ministry recruit more experienced staff, most preferably people who have served for several years in the teaching profession. We also **recommend** that technical staff of the Ministry must have job satisfaction, adequate skills for enhancing transformational leadership attributes and commitment that demonstrate increased performance. We also **recommend** that recruitment for the Ministry by HRMO and PSC, as well as staff promotions and career development are based on merit. This is expected to be implemented through the introduction of a merit-based open-competition system of recruitment, which will assist in solving the problem of nepotism and patronage.
- We **recommend** for the urgent recruitment of technical staff with the requisite thematic expertise in **Gender and Non-formal Education issues**.
- We **recommend** that the Ministry improve on the Administrative Support Services by recruiting more typists with the requisite competences and enhancing the capacity of the existing ones with the necessary skills needed to be effective.

### 5.3.4 Records' Management System

The Review Team is of the best practice view that excellent records' management system will support effective education service delivery and also improve institutional accountability and productivity. The Review Team is also of the view that an excellent records management will help to ensure that information is readily identifiable and available to the leadership of the Ministry as needs may arise or in rapid response to request by the leadership of the Ministry for timely education decision-making purposes. In line with the above technical views, the Review Team also identified the following:

- **Poor Records' Management Practices:** The review revealed poor Records' Management practices in the Ministry and in the District Offices visited. Though the Ministry has a Filing Office allocated in the Typing Pool, it emerged that all Directorates and Units manage their respective records separately without reliance on any Centralized Records Management System in place. This practice continues to affect information sharing and institutional productivity. According to interviews conducted, some critical records are not accessible to the leadership of the Ministry and other Directorates or Units, and some data have been

monopolized by some senior personnel, which often lead to the lack of institutional efficiency.

### **Recommendations:**

- We **recommend** that the Ministry recruit qualified a Records Management Officer to deal with record management system of the Ministry.
- Though it emerged that some training was recently conducted on records management, we further **recommend** that the Ministry provide more basic training to all administrative and professional staff on records management, which will essential to ensuring that records are adequately protected.
- We **recommend** that the Ministry develop and maintain an up-to-date record management plan, supported by appropriate policies and procedures. Part of this will be to ensure records are listed in their records management system or other education information management systems in accordance with Government's recordkeeping, retention and disposal schedules. Part of this is to also ensure that all education-related decisions are appropriately recorded and are securely stored and preserved for the appropriate length of time set out in the Government's retention and disposal schedules.
- We also **recommends** that any off-site recordkeeping or storage facilities in the districts should be adequately examined, and risks are also properly assessed to determine their suitability for safe records keeping purposes in such facilities, whilst plan and strategies are also put in place to prevent or respond to any events affecting them; and to also ensure only appropriate access to the records management system is permitted by a trained officer in records management.
- We **recommend** that the Ministry improve its filing system which will make it easy to track office fill. This recommendation is proffered from the backdrop that facilities are very limited and files are generally in very poor condition. As a result, files are stacked up on the floor and around the room in most Directorates and Units.

### **5.3.5 Electronic Mailing System**

The result shows that electronic emailing system is the most widely used method of communicating information within the Ministry, with partners and other stakeholders of the education sector. Like in all MDAs, this mode of cross-information sharing and networking facilities are increasingly replacing the traditional hardcopy correspondences system. Similarly, official data generated through electronic mailing system are managed by personnel in their respective Directorates and Units most of which are not shared or properly kept. In such situation, some critical official data are often not available to the Ministry. Besides, the result shows that in most cases, some of those information are generated, and are kept without any institutional guiding principles or policy to prevent losing significant data. This is also in view of the observation that, several email service providers are used without any guiding principles or policy as to where emails generated data are kept, and for how long they are kept, which always place institutions in vulnerable position of losing critical data.

### **Recommendations:**

- In view of the expressed concern informed by one-on-one interviews and documents' reviewed, we **recommend** that the Ministry treat internet generated information cautiously to prevent risk of losing critical information. We also **recommend** that sensitive information must be protected, and if possible must not be communicated via internet for fear of hacking.
- We further **recommend** that the Ministry develop internal policy or rule for managing emails, and web generated data. As part of this recommendation, we also **recommend** that the Ministry use both paper-based (hardcopy) and IT-based systems.

### **5.3.5 Education Management Information System (EMIS)**

The Review Team noted that EMIS was established in the Planning Directorate to improve on data collection and to contribute to effective management of the education information system. However, the staff strength to manage Education Information system is very weak. The Review Team commend the Ministry for the use of EMIS in the Annual Schools Census data recently collected from all pre-primary, primary, junior and senior secondary schools.

### **Recommendations:**

In view of the above, prospect and challenges:

- We **recommend** that the Ministry increase the staff strength of the Planning Directorate to be able to effectively manage EMIS. We also **recommend** that the Ministry Central Information Unit (CIU) within the Planning Directorate is strengthened with requisite competent staff to be able to effectively integrate all information and knowledge management systems including the electronic data, the Education Management Information System (EMIS), statistics from the Inspectorate's Information Unit, the Logistics Directorate, the Personnel Records for MBSSE staff, and data from the Councils. Once again, the Review Team is emphasizing the urgent implementation of **recommendations** on the recruitment of more competent personnel to strengthen the Planning Directorate.

### **5.3.6 The Situation Room**

The Situation Room Unit was established at the Ministry of Basic and Senior Secondary Education within the framework of the Planning Directorate to ensure the successful implementation of the Free Quality Education. It functions include conducting a broad range of data coordination and analysis for the MBSSE and its other departments with focus on rapid response to emerging situation. Key responsibilities also include specifically providing rapid response reports on emergency situations with respect to the implementation of the Free Quality Education to the Director of Planning and Policy. It also ensure the collection of high-quality data and the transfer of datasets into data warehouses/data cloud; and carrying out queries and analysis of data; and developing data-driven reports. It was funded by the Global Partnership Fund for Education (GPE) towards the implementation of a Programme in Early Childhood Development, Early Learning and Systems Strengthening.

The Review Team found the Situation Room as a very formidable concept and infrastructure with presence in the Districts and District Headquarters across the country. The review result explains that the Situation Room was able to provide the space to monitor education service delivery in different parts of a country, and to also respond to emerging cases affecting access to Free Quality Education to children and other marginalized groups, and to report on abuse. From, a realistic operational context, the Situation Room relies on raw information from the schools, homes and communities from Inspectors and Supervisors of Schools. The following were also noted during the review process:

- The results from interviews shows that this structure was designed as an appropriate data tracking infrastructure from all schools across the country on a monthly basis. It was anticipated that this infrastructure will complement less frequently reported data sources, such as the Annual School Census, the annual exam results etc.
- The review result revealed that the Situation Room is less equipped with the requisite staff strengthen, finances, equipment and logistics to perform the functions for which they were established.
- According to interviews and documents reviewed, the Situation Room provides the opportunity to communicate evident-based information/data electronically and through telephone reporting system on a regular basis. In other words, it provides data and information necessary to arrive at informed decisions, actions and policies.

### **Recommendations**

- The Review Team therefore, **recommend** that, the Situation Room should be structurally integrated as a core component within the Educational Management Information System (EMIS).
- We also **recommend** that the Situation Room should be provided with the necessary staff compliment, the necessary financial resource, equipment and logistics needed to achieve the intended goal and objectives for which they were establish.
- We **recommend** that, for the effective implementation of recommendations emanating from the Situation Room, a team of the Ministry and other sectoral players should remain on standby to respond to critical information.

### **5.3.7 Information Communication Technology (ICT)**

The review revealed that the Ministry has a centralized ICT infrastructure with competent ICT Officers to manage the ICT system at it headquarter in Freetown. However, the result also revealed that the Ministry lack a reliable internet access which often reduce information sharing and institutional productivity. The Review Team also noted that the regional and district offices lack internet and ICT facilities.

**Recommendations:** In view of the above gaps and challenges, the Review Team recommends the following:

- We **recommend** that the Ministry establish a bigger ICT server room with the necessary equipment to address some of the lapses including the small internet space that is shared



within a very large institution like MBSSE. We also **recommend** that the Ministry provide district Offices with the same facilities. This facility is needed to be able effectively implement communication platform of the Ministry.

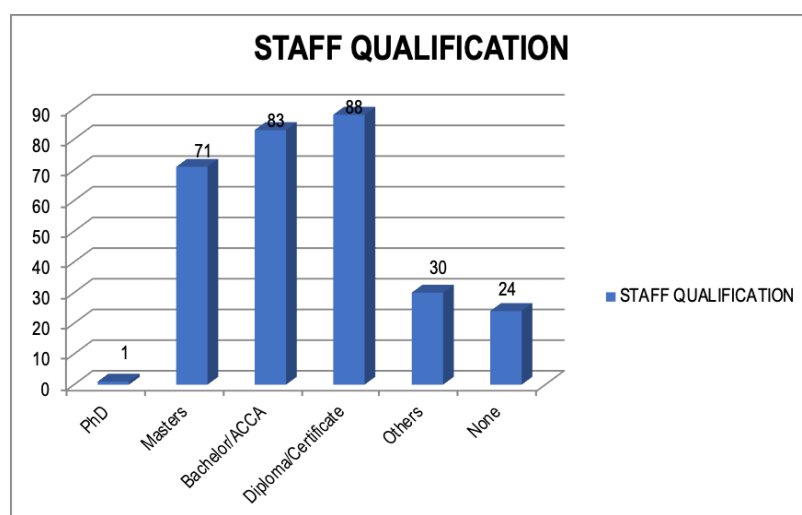
- The Review Team also identified the lack of staff competences in basic computer skills. In view of the above, we **recommend** for a budgetary allocation and work towards immediate decentralization of ICT infrastructure with competent ICT Officers that will manage the ICT system at the offices. The Review Team also **recommend** that the Ministry established a reliable internet infrastructure to increase institutional productivity.
- The Review Team also **recommend** basic computer training for staff of the Ministry, particularly for clerical staff at both the Headquarter and the District Offices. In line with this recommendation, we also **recommend** for a capacity needs assessment to be undertaken to identify staff competences in basic ICT skills.

### 5.3.8 Job Descriptions and Staff Qualifications

From an examination of the payroll and by cross checking the information extracted with data from other sources, we have identified that the Ministry has two Hundred and Ninety-Seven (297) staff members including Administrative staff, Professional staff, assigned staff, Teachers Attached and Project staff, which is indicated in their qualifications on the current staff list submitted to the Review Team. About half of the professional staff at the Ministry have a first degree or higher qualification while the rest possess a Teacher or Higher Teacher Certificates. Forty per cent of the Teachers Attached are degree holders, while the rest have a Higher Teacher Certificates. Teacher Supervisors either have a Teacher Certificate or a higher training qualification.

We **recommend** a review to be undertaken by senior management to ensure that all professional, administrative and clerical staff at the Ministry are provided with a written job description. This was particularly so in the case of administrative staff where job descriptions were not available.

The data provided by the Ministry of Basic and Senior Secondary Education is shown below and provides the categories of qualification:

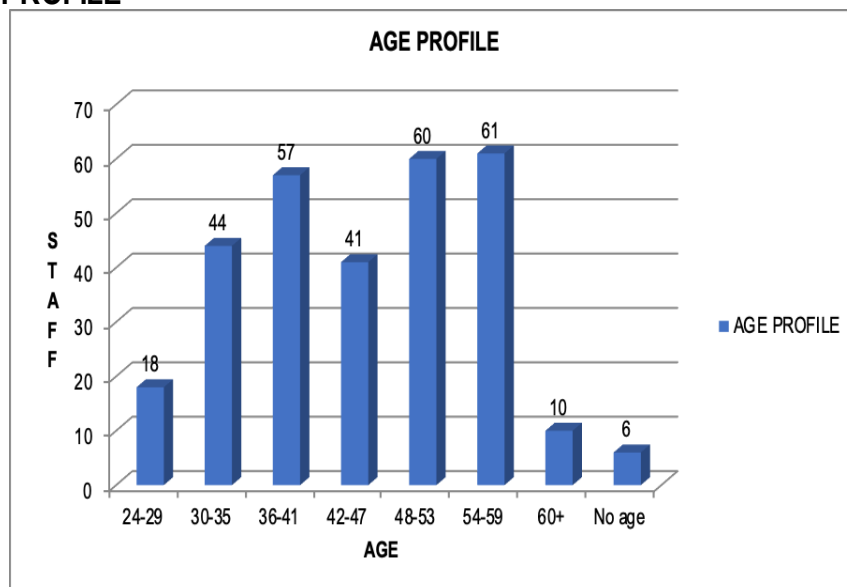


Source: Basic and senior secondary Education Staff List, 2019

In summary:

- A staff member possess a PhD degree out of a work force of Two Hundred and Ninety Seven (297). This indicate about 0.3 % of the work force
- Seventy -One (71) staff members possess postgraduate/Master’s degree out of a work force of Two Hundred and Ninety Seven (297). This indicate about 23.9% of the work force
- Eighty-Three (83) staff members possess ACCA/bachelor's degrees. This shows about 28 % of the work force.
- Eighty- eight (88) staff members hold Diploma or certificate in different fields of study that account for about 29.6% of the work force
- Thirty (30) staff members acquired some form of basic school education and accounted for about 10.1% of the work force
- Twenty-four (24) staff members did not indicate any qualification. This shows about 8.1% of the total work force

### STAFF AGE PROFILE



Source: Basic and Senior Secondary Education Staff List, 2019

An in-depth analysis of the ages taken from the Staff List (297 staff) provided by the Ministry indicated information which should be a great concern for the Ministry. The ages range from twenty- four years of age to over sixty. This information shows a graphical representation of the details and trends in ages of staff within the Ministry.

In summary:

- Ten staff member falls within sixty or over must be preparing for retirement. This indicated about 3.4% of the workforce within the Ministry.
- Sixty- One staff members are within the age range 54-59 years. This indicated about 20.5% of the workforce
- Sixty staff members falls within the age bracket of 48-53. This indicated about 20.2% of the workforce.
- Forty - One staff members fall within the age bracket of 42-47, which indicated about 13.8% of the workforce

- Fifty- Seven staff members falls within the age brackets of 36-41. This indicated about 19.2% of the workforce.
- Forty- Four staff members falls within the age bracket of 30-35. This indicated about 14.8% of the workforce
- Eighteen staff members falls within the age bracket of 24-29. This indicated about 6.1% of the workforce.
- Six staff did not indicate their date of birth and this shows about 2.0% of the workforce

These statistics depict that ten staff are due for retirement within the stipulated years. However, the Ministry should put mechanisms in place now to replace this staff with the right human resource. We **recommend** that the Ministry develop a Succession Plan so as to meet the dynamic potentials of the Ministry.

### 5.3.9 Logistics and Equipment

The Review Team observed the lack of equipment for staff to carry out their duties. In practice, this has resulted in a desperate shortage of computers, printers and accessories, photocopiers, office furniture and other material resources. The following were also noted:

- The lack of mobility, particularly in some of the rural areas, limits the range of activities to be undertaken by the Inspectorate Directorate. All these factors are having a major impact on performance and the efficient use of resources.
- It emerged that in the provinces, the main difficulty for the inspectorate in carrying out their duties is the lack of mobility to enable staff to visit, monitor and upgrade educational standards of schools. This was affirmed in a Focus Group Discussion with Deputy Directors, Supervisor and School Inspectors in Port Loko, Bombali, Bo and Kenema Districts.
- It also emerged that some Inspectors and Supervisors of Schools have more than one hundred (100) schools to supervise and inspect. The result also shows that owing to the lack of mobility (vehicles and adequate Moto Bikes), lubricants and timely allocation of subvention, some Supervisors and Inspectors of Schools use their personal resource, whilst other pre-finance to travel to some of the most difficult to reach rural communities to conduct School Monitoring, Supervision and Inspection. As a result, the School Monitoring, Inspection and Supervision are ineffective.
- The team noted that the District Offices lacks the following: sufficient computers (Desktops and Laptops), they lack proper sanitary conditions (no sanitary equipment), Cutlasses and hoes to clear the bushes around the Offices, lack even broom to sweep the offices.
- The District Offices have not Air Condition but few fans to ventilate the offices. They also have inadequate furniture including chairs and tables.

### Recommendations

- We **recommend** that the Ministry provides the necessary equipment for staff to carry out their duties effectively. We also **recommend** that on the availability of funds, to purchase

moto bikes and more pool vehicles to improve on the productivity of the inspectorate division in the rural areas.

- We **recommend** that the Ministry provide timely allocation of subvention to conduct school monitoring and supervision. In line with this, we also **recommend** that the Ministry provide adequate Moto Bikes and weekly lubricants to all Supervisors and Inspectors of Schools of Schools to be able to conduct effective monitoring and supervision.
- We **recommend** that the Ministry repair the faulty Computers in the Typing Pool or purchase new one. We also **recommend** that, when resources are available, priority must be given to providing them with word processing facilities.
- We **recommend** that the Ministry provide the necessary equipment to keep the Office and their environs clean.

### 5.3.10 Accommodation

The result shows that the accommodation situation at the Headquarter was affected by the division of MBSSE and the Ministry of Higher and Tertiary Education. Implicitly, the separation of the latter from the former has created an accommodation challenge. The result shows that accommodation standards are generally poor although they are marginally better at the Ministry's headquarters than in the District Offices visited. Even so, many of the staff, located at Headquarter are working in overcrowded conditions. In particular, the File Office, Typing Pool and Records Section are housed in cramped and totally unsuitable conditions for the work being undertaken.

The Typing Pool consists of few typists who share accommodation with the staff of the File Office.

They provide a service for the Personnel Division and other staff in administration. All the District Offices visited complaint about the lack of office space to accommodate their inspectors, supervisors and even District Coordinators for the Free Quality Education as well as the School Feeding Programmes. As a result, the Coordinators for the Free Quality Education and School Feeding Programme are struggling to perform their functions.

### Recommendations

- We **recommend** that the Ministry fast-track the building project funded by the European Union (EU). On the short- and medium-term basis, we **recommend** that the Ministry improve on the accommodation facilities at the Headquarters and in the Provincial Offices.
- We **recommend** that the Ministry remove the File Office from the Typing Pool which is situated in the Personnel Unit.
- We **recommend** that an adequate office space is provided to accommodate the Inspectors and Supervisors of Schools and even District Coordinators for the Free Quality Education and the School Feeding Programmes.

## 5.4 Internal and External Communication as well as Information Sharing

Information-sharing, through building consensus and confidence at the Inter-Ministerial level has helped to provide support for the Free Quality Education. However, there is a lack of clarity with respect to the roles and responsibilities, as well as the effort of communities, Civil Society Groups, Media and Donor partners, with respect to some of crosscutting issues including the School Feeding Programme and monitoring of compliance of schools' authorities towards the effective

implementation of the Free Quality Education. This justified the need to increase the Communication Unit to continue taking the message to the most remote parts of the country. So far, some of the internal and external communication prospects and challenges are discussed below followed by recommendations and suggestions on how to address the challenges:

#### 5.4.1 Internal Communication

The Review Team is of the technical views that an excellent internal communication is an important part of the management and governance of organizations. So far, it emerged from some of the interviews conducted with cross section of senior management and junior staff that the Ministry is faced with a number of challenges owing to the lack of effective internal communication system and procedure both at the Headquarter and District Offices, which continue to affect their efficiency and productivity. The result also show that MBSSE has neither internal communication policy nor an effective internal communication strategy. This continue to affect team building, the lack of effective information flow and institutional productivity at inter-Directorate, Unit and District levels.

#### Recommendations

- **Directorate of Communication:** We therefore **recommend** for the creation of Directorate of Communication.
- **Develop internal communication policy and Strategy:** We **recommend** that the Ministry develop internal communication policy and strategy to contribute to staff feeling included and motivated, and to be able to carry out their tasks in an efficient and effective manner.
- **Strengthen Central Information Unit:** We **recommend** that a Central Information Unit be strengthened.
- We **recommend** that the Ministry establish an effective communication flow between the HQ and the provinces.

#### 5.4.2 External Communication

The Review Team regards external communication from the viewpoint that the Ministry is expected to have an institutional policy in place to foster partnership and collaborative engagement with its stakeholders, communicate with the general public, and to also inform and update citizens about its activities. In line with that, the Review Team observed the following:

- **External Communication Policy and Strategy:** MBSSE has no written external communication policy to guide its outreach and other cross-cutting information sharing, but has strong external communication strategy. Whilst the Ministry's external communication strategy has helped to bring together the interests and activities of a wide range of stakeholders of the education sector to share experience and best practice at inter-committee or Ministerial levels, this experience has not been fully replicated at the district level. However, the external communication has helped to ensure successful collaboration among the vast array of sectoral players as a model of best practice, but much needed to be done to ensure this is replicated at the provincial and district level.

- **Strategic guidance and planning:** Such communication has increasingly been the object of strategic guidance and planning that is comprehensive, and inclusive; and that its style and content enhance dialogue between stakeholders at the Inter-Ministerial and Sectoral levels.

## Recommendations

- We **recommend** that the Ministry develop an external communication policy and a well design external communication strategy to be guided by the policy. This will further help to prevent or minimize duplication of resources and efforts at management and operational levels respectively.
- **Communication is institutionalized at the sectorial level:** As the Review Team has noted the positive milestone with respect to external communication of the Ministry, we **recommend** that a strategic communication is institutionalized at the sectorial level. This also justified the need to create the enabling policy environment and instruments through which national or sectoral communication strategies, including those for education can be emerged. This also call for an active engagement of all Communication Officers of critical members of Education Sector to meet quarterly to develop sectoral message and communication strategy to educate and update the public on the milestones that must have been achieved with respect to Free Quality Education Service delivery.
- **Enhance participatory communication function:** We **recommend** for the Ministry to continue to influence participatory communication function at sectorial level, which has proven to be effective in building confidence and ownership of the Free Quality Education Initiative of Government. This should also involve frequent interchange among players of the education sector. This will be to ensure that all concerned sectoral players are able to initiate discussion with respect to prospect and challenges vis-à-vis education service delivery; and to also respond freely when addressed, which will help to continuously enhance information sharing at the sectorial level.

## 6. CONCLUSION

This report is imbedded with reform-oriented options aimed at building on the institutional strength having identified gaps and challenges with respect to administrative and operational directives of the Ministry. PSRU is hopeful that the findings and recommendations will help to foster effective management arrangements and decision-making processes of the Ministry.

So far, the level of dissatisfaction expressed by staff is still high, staff morale generally low, and the Ministry still operates under crippling resource constraints, which is glaringly evident in the Provincial Offices of the Ministry. There is still a lack of effective structures, operational systems, consultative procedures, controls and central support services despite the recent progress that has been made with respect to the introduction of Free Quality Education.

The anticipated improvements in this regard included changes to institutional structure, systems, processes, staffing, working practices and the management culture of the Ministry towards more professional working arrangements; where internal and external information flows are improved

upon, team work enhanced, vertical and horizontal coordination at Directorates and Units levels becomes more effective than the current working arrangements.

**SUMMARY OF RECOMMENDATIONS AND IMPLEMENTATION TIMELINE AND RESPONSIBILITY**

NO.	RECOMMENDATIONS	IMPLEMENTATION TIMELINE			RESPONSIBLE SPECIFIC MINISTRIES, INSTITUTIONS, NON-STATE ACTORS	ACTION REQUIRED, INCLUDING MONITORING OF PROGRESS
		SHORT	MEDIUM	LONGTIME		
<b>SECTORIAL</b>						
1	We <b>recommend</b> that through the leadership of the MBSSE and Teaching Service Commission, the Government should establish and implement a system for strengthening the management of the teachers' workforce.		Ongoing		MBSSE, TSC and all others Sectoral Players	<ul style="list-style-type: none"> <li>Teachers' retraining opportunity provided.</li> <li>Teachers' salaries Increased and incentive provided</li> <li>More Teachers retrained</li> <li>More Teachers recruited</li> <li>Monitoring, supervision and Inspection system improved.</li> <li>More Schools' Supervisors and Inspectors recruited</li> </ul>
2	We <b>recommend</b> that the Ministry and the Teaching Service Commission, with technical backstopping of other Sectoral Players to be very vigilant, with stringent measures against exams malpractices.		Ongoing		All Sectoral Players	<ul style="list-style-type: none"> <li>Forensic investigation to deepen understanding of the root of Exams Malpractices Conducted.</li> <li>If possible, CCTVs are installed in Exam Centers.</li> <li>Continuous Monitoring, supervision and Inspection.</li> <li>Teachers are paid well.</li> </ul>
3	We <b>recommend</b> reasonable remuneration as vital to boost to the moral, recruitment and retention of a good quality teaching force.		Ongoing		TSC, MBSSE and all Sectoral Players	<ul style="list-style-type: none"> <li>Teachers' salaries Increased</li> <li>Teachers' retraining opportunity provided.</li> <li>Incentives are given to the best</li> </ul>



				teachers
4	We <b>recommend</b> that the Teaching Service Commission and MBSSE endeavors to ensure that teaching forces devote all of the required time to actual teaching.	Ongoing	TSC, MBSSE and all Sectoral Players	<ul style="list-style-type: none"> <li>• Continuous Monitoring, supervision and Inspection system are conducted.</li> <li>• Provide retraining opportunity for teachers</li> <li>• More Schools' Supervisors and Inspectors recruited</li> <li>• Mobility and Lubricants are provided for effective monitoring, supervision and inspection</li> </ul>
5	We <b>recommend</b> that measures are instituted to ensure clinical supervision and mentoring of teachers. Such supervision will help to reduce teachers' absenteeism and increasing the pupils' time on tasks.	Ongoing	TSC, MBSSE and all Sectoral Players	<ul style="list-style-type: none"> <li>• Continuous Monitoring, supervision and Inspection are conducted.</li> <li>• Provide retraining opportunity for teachers</li> <li>• More Schools' Inspectors recruited</li> <li>• Mobility and lubricants are provided for effective monitoring, inspection</li> </ul>
6	We <b>recommend</b> that actions should be prioritized to include implementation of Teacher Development Strategy, planned quality in-service training of the teaching forces at all levels. Part of this should also include, whenever resources are possible to establish and strengthen teachers' Resource Centres, and the establishment and strengthening of ICT system for open learning to ensure effective education service delivery.	Ongoing	TSC, MBSSE, all Sectoral Players and Donor Partners	<ul style="list-style-type: none"> <li>• In-service training opportunities are provided to teaching work forces at all levels.</li> <li>• Establish and strengthen teachers' Resource Centres in Schools across the country.</li> <li>• Establish ICT system for open learning in Schools</li> <li>• Solicit Donor Support to complement the effort of Government</li> </ul>
7	We <b>recommend</b> that teacher management	Ongoing	TSC, HRMO and all	<ul style="list-style-type: none"> <li>• Subject all teachers to IPAS</li> </ul>

	appraisal system at school level be instituted.			Sectoral Players	<ul style="list-style-type: none"> <li>• Conduct a Workshops to train teachers on how to fill the IPAS form.</li> <li>• Conduct effective inspection to ensure that Teachers are fully compliant to IPAS.</li> </ul>
8	We <b>recommend</b> that Principals of Schools and Head Teachers be assisted to develop institutional leadership capacity by providing opportunity for training or re-training.	Ongoing		TSC and all Sectoral Players	<ul style="list-style-type: none"> <li>• Institutional leadership training to School Principals and Head Teachers.</li> <li>• Solicit Donor Support to conduct the training</li> <li>• Recruit a training consultant to conduct the training of trainers</li> <li>• The training consultant to develop an institutional leadership training module.</li> <li>• Create the opportunity to cross-fertilized the training across the country.</li> </ul>
9	We <b>recommend</b> that the School Feeding Programme be imbedded as permanent Unit within Ministry.	Three months period			<ul style="list-style-type: none"> <li>• Officers recruited on a competitive basis with opportunity given to contract staff working on School Feeding Programme to apply.</li> </ul>
10	We <b>recommend</b> that access should include the promotion of pre-primary education as a means to achieving higher pupils' turnout.	Ongoing		MBSSE and all Sectoral Players	<ul style="list-style-type: none"> <li>• Seek Donor support to complement subvention of the Government to effectively implement the School Feeding Programme.</li> <li>• Conduct continuous Public Education and Sensitization programme to educate citizens on the need to support the School Feeding</li> </ul>

				<p>Programme.</p> <ul style="list-style-type: none"> <li>• Create the need for Public Private Partnership to foster the School Feeding Programme.</li> <li>• Solicit active Community Participation and Community stakeholders' involvement to promote the School Feeding Programme</li> </ul>
11	We <b>recommend</b> for the strengthen of integrated service delivery at school level. This will include exploring partnership and collaborations with strategic partners and donors to realize an effective promotion of community participation in the school feeding programme.	Ongoing	MBSSE, HRMO, PSC and all Sectoral Players	<ul style="list-style-type: none"> <li>• Foster Public Private Partnership</li> <li>• Solicit donor support</li> <li>• Sign MOUs with partners to forge partnership with respect to the promotion of School Feeding Programme</li> </ul>
12	We <b>recommend</b> that efforts should be made to promote the school garden concept to supplement the food in schools as well as using farmers' fields to train local communities and schools on best production methods to support the School Feeding Programme.	Ongoing	MBSSE, MoF, MAFF, Community Stakeholders, the Private Sector and all other Sectoral Players	<ul style="list-style-type: none"> <li>• Conduct a study to deepen understanding on the prospect and challenges regarding the Garden Concept.</li> <li>• Recruit a Consultant to conduct the study</li> <li>• Foster Public Private Partnership with focus on Private Sector Investment in the School Feeding Programme.</li> <li>• Solicit active Community participation.</li> </ul>
<b>STRUCTURAL AND OPERATIONAL SYSTEM AND PROCESSES</b>				
13	We <b>recommend</b> that the structure of the Ministry is fully reflected at the District level and	Three to Six Months		<ul style="list-style-type: none"> <li>• Every Directorate and Unit to transfer and officer to the District Offices</li> </ul>

	clear reporting line and networking system established.	period			HRMO and PSC	<ul style="list-style-type: none"> <li>Solicit the support of District Council to help provide Office space for the officers</li> <li>If possible recruit more Officers to urgently fill these vacancies.</li> </ul>
14	We <b>recommend</b> that the present Directorate system be retained but should be reinforced by an excellent management and operational plan to ensure effective reporting line, effective team building, vertical and horizontal coordination and staff welfare.	Ongoing			MBSSE, MoF and all other Sectoral Players	Effectively implement all recommendations of this MFR
15	We <b>recommend</b> that <b>Basic Education Commission</b> be fully resourced with the necessary staff compliment and resources to be fully operational.	Three -Six Months Period			MBSSE, HRMO, PSC and MoF	<ul style="list-style-type: none"> <li>New Job Description design</li> <li>Advertise the positions of the Commission for competitive recruitment process but with opportunity given to existing staff of the Commission to apply.</li> </ul>
16	We <b>recommend</b> that the Ministry strictly commit staff at the District Offices to IPAS.				MBSSE, HRMO and PSC	<ul style="list-style-type: none"> <li>Conduct a training workshop at the District Offices to introduce and compel all Deputy Directors, Inspectors and Supervisors of Schools as well as all other staff to fully comply with IPAS.</li> <li>Conduct a workshop in every district involving all staff.</li> </ul>
<u>17</u>	The Review Team is also making a case for the creation of <b>Directorate of information,</b>	Three-Six-month			MBSSE, HRMO, PSC and MoF	<ul style="list-style-type: none"> <li>Design job description</li> <li>Recruit Director and staff for the new</li> </ul>

	<b>Education and Communication (IEC).</b>	period				Directorate of Communication on a competitive merit-based manner.
<b>18</b>	The Review Team is also making a case to merge the functions of <b>SUPERVISORS OF SCHOOLS TO INSPECTORS</b> of schools to prevent duplication of function and underperformance.	Three-Six Month Period			MBSSE, HRMO, PSC and MoF	<ul style="list-style-type: none"> <li>Organize a meeting involving HRMO and PSC to critically review the functions of Supervisor of Schools and School Inspection to take inform decision to merge the function of Supervisor of Schools to School inspector.</li> </ul>
<b>HUMAN RESOURCE MANAGEMENT</b>						
19	We <b>recommend</b> that the HR Unit pay critical attention to the issues raised by some of the Supervisors and Inspectors of Schools at the District Offices with respect to promotion and other HR support Services, and to also urgently look into the problem of those who have served for more than 10 to 20 years in the same positions without any form of promotion.	Three-Six months period			MBSSE, HRMO, PSC and MoF	<ul style="list-style-type: none"> <li>Make a special case to address the issues raised by the Inspectors and Supervisors of Schools regarding promotion and welfare.</li> </ul>
20	We <b>recommend</b> that the necessary system is put in place to ensure they also benefit from Annual Leave allowances and Annual Leave.	In three-month, period			MBSSE, AGD and MoF	<ul style="list-style-type: none"> <li>The HR Officer to visit all District Offices to brief them on the processes and procedures involve in applying for Annual Leave and Annual Leave Allowance</li> </ul>
21	We <b>recommend</b> that, with the support of HRMO, the Ministry should ensure that an HR Assistants are posted to every district office to work with HR Officer at the Headquarter to be able to provide enough welfare support service to staff at the District Offices.	Within One-year period			MBSSE and HRMO	<ul style="list-style-type: none"> <li>Solicit the support of HRMO to assigned HR Assistant to all District Offices</li> </ul>

22	We <b>recommend</b> that File Office situated at the Typing Pool be relocated to an appropriate records management Department, and to also ensure that the record management Unit is fully functional and equipped with all necessary facilities.	Three-Six Months period			MBSSE	<ul style="list-style-type: none"> <li>Remove the File Office from the Typing Pool and create a Records' Management Unit</li> </ul>
23	We <b>recommend</b> that the record management Unit is established in all District Offices and to also encourage all members of staff to use the records management Units.	Within one-year period			MBSSE	<ul style="list-style-type: none"> <li>Records Management Unit is established in the HQ and District Offices across the country</li> </ul>
24	We <b>recommend</b> that, when resources are available, priority should be given to the typists in the typing pool and are also provided with the necessary word processing facilities. This should mean that they will then be in the position to handle an increasing volume of work and provide a typing services to all Directorates and Units in the Ministry. We also <b>recommend</b> that the nomenclature of the Typing Pool is change to Secretariat Unit	Ongoing			MBSSE	<ul style="list-style-type: none"> <li>Provide in-house retraining opportunity to typist in the necessary word processing opportunity</li> </ul>
25	We also <b>recommend</b> that the HR Unit is provided with the necessary support needed to be able to extend welfare support service to personnel at the District Offices.	Three-Six-Month Period			MBSSE and HRMO	<ul style="list-style-type: none"> <li>Empower the HR to take critical HR decision in consultation with the Permanent Secretary and HRMO; and also advocate and recommend welfare support service to personnel of MBSSE.</li> </ul>
26	We <b>recommend</b> that Ministry strengthen the HR Unit to be seen as responsible, and a point of contact, for all human resource activities within the Ministry.	Three-Six-Month period			MBSSE and HRMO	<ul style="list-style-type: none"> <li>Empower the HR to take critical HR decision in consultation with the Permanent Secretary and HRMO; and also advocate and recommend welfare support service to personnel</li> </ul>

						of MBSSE.
<b>Training and Career Development</b>						
27	We <b>recommend</b> that career development is fully encouraged by the Ministry.	Ongoing			MBSSE, HRMO, PSC and all Sectoral Players	<ul style="list-style-type: none"> <li>Fully comply with the Civil Service Code</li> </ul>
28	We <b>recommend</b> that the Ministry Fast-track the promotion of some Deputy Directors, Inspectors and Supervisors of Schools. In line with this recommendation, we also <b>recommend</b> that the Ministry create a <b>REGIONAL DIRECTOR</b> position, and to ensure that <b>Deputy Directors</b> have the opportunity to apply for such position based on competence.	Three-Six Months period			MBSSE, MoF, PSC, HRMO	<ul style="list-style-type: none"> <li>Make a special case to look into the concern of Deputy Directors, Inspectors and Supervisors of Schools who have served in the same position between ten to twenty years regarding their promotion.</li> <li>Justify the need to create a Regional Director Position and opportunity to promote Deputy Director as a career path, based on competences.</li> </ul>
29	We <b>recommend</b> that capacity development remains a key priority for the leadership of the Ministry, which should also be linked to a careful analysis of politically feasible development priorities and needs.	Ongoing			MBSSE and all other sectoral players	<ul style="list-style-type: none"> <li>Conduct annual studies or situational analysis to identify gaps and challenges to inform about necessary development priorities and needs with respect to education service delivery</li> </ul>
30	We <b>recommend</b> that capacity-strengthening be conducted around specific needs, and training be tailored towards addressing those needs, to ensure that the skills being built directly address the institutional weakness and foster productivity.	Ongoing			MBSSE, HRMO, PSC and MoF	<ul style="list-style-type: none"> <li>Conduct Institutional Capacity Needs Assessment</li> </ul>
31	We <b>recommend</b> that the Ministry provide opportunities for training and personal				MBSSE, HRMO, PSC and MoF	<ul style="list-style-type: none"> <li>Conduct Individual Capacity Needs</li> </ul>

	development which is currently limited in the Ministry though it emerged from interviews that some of the professional staff have had the opportunity to undergo so many context specific in-country and overseas training in their respective areas of specialisations, at their own expenses.					Assessment with focus on context specific capacity needs to be filled
32	We <b>recommend</b> that the Ministry undertake Annual Institutional Capacity Need Assessment to identify skill gaps of some personnel and proffer those recommendations to fill those gaps.				MBSSE	<ul style="list-style-type: none"> <li>• Conduct Individual Capacity Needs Assessment with focus on context specific capacity needs to be filled</li> </ul>
33	We <b>recommend</b> that staff promotions and career development are based on merit. This is expected to be implemented through the introduction of a merit-based open-competition system of recruitment, which will assist in solving the problem of nepotism and patronage.	Ongoing			MBSSE, HRMO and PSC	<ul style="list-style-type: none"> <li>• To strictly adhere to the Civil Service Code</li> <li>• Take the IPAS serious as the basis for staff promotion.</li> </ul>
34	We <b>recommend</b> that the typists are re-trained with modern Information Technological system to be able to handle an increasing volume of work and provide a typing service to other Units in the Ministry.	Ongoing			MBSSE	<ul style="list-style-type: none"> <li>• Conduct in-house training for typist</li> </ul>
<b>Staffing and Recruitment</b>						
35	We <b>recommend</b> that the Ministry recruit more experienced staff, most preferably people who have served for several years in teaching profession.	Three-Six month period			MBSSE, HRMO, PSC and MoF	<ul style="list-style-type: none"> <li>• Advertise for the competitive recruitment process targeting people who have served in the teaching profession for several years</li> </ul>



36	We <b>recommend</b> that technical staff of the Ministry must be provided with job satisfaction, adequate skills for enhancing transformational leadership attributes and commitment that demonstrate increase performance.	Ongoing			MBSSE, HRMO, PSC and MoF	<ul style="list-style-type: none"> <li>• Provide incentives and retraining opportunities to all staff of the Ministry</li> </ul>
37	We <b>recommend</b> that recruitments for the Ministry by HRMO and PSC, as well as staff promotions and career development are based on merit. This is expected to be implemented through the introduction of a merit-based open-competition system of recruitment, which will assist in solving the problem of nepotism and patronage.	Ongoing			MBSSE, HRMO, PSC and MoF	<ul style="list-style-type: none"> <li>• Merit based recruitment process</li> </ul>
38	We <b>recommend</b> for the urgent recruitment of technical staff with the requisite thematic expertise in Gender and Non-formal Education issues.	Three-Six Month period			MBSSE, HRMO, PSC and MoF	<ul style="list-style-type: none"> <li>• Urgent Merit-based promotion for Gender and Non-formal Education Units.</li> <li>• Recruit technical staff with thematic expertise in gender and non-formal education</li> </ul>
39	We <b>recommend</b> that the Ministry improve on the Administrative Support Services by recruiting more typists with the request competences and enhancing the capacity of the existing ones with the necessary skills needed to be effective.	Three-Six-month period			MBSSE, HRMO, PSC and MoF	<ul style="list-style-type: none"> <li>• Recruit more typists</li> </ul>
<b>Records' Management System</b>						
40	We <b>recommend</b> that the Ministry recruit qualified records management officers to deal with record management system of the Ministry.	Three-Six Month Period			MBSSE, HRMO, PSC and MoF	<ul style="list-style-type: none"> <li>• Recruit for the post of Records' Management Personnel through competitive merit-based recruitment process</li> </ul>

41	We further <b>recommend</b> that the Ministry provide more basic training to all administrative and professional staff on records management which is essential to ensuring that records are adequately protected.	One Year Period			MBSSE	<ul style="list-style-type: none"> <li>• Conduct in-house training for administrative and professional personnel on record's management</li> </ul>
42	We <b>recommend</b> that the Ministry develop and maintain an up-to-date record management plan, supported by appropriate policies and procedures. Part of this will be to ensure that records are listed in their records management system or other education information management systems in accordance with Government's recordkeeping retention and disposal schedules. Part of this is to also ensure that all education-related decisions are appropriately recorded and are securely stored and preserved for the appropriate length of time set out in the Government's retention and disposal schedule.	Three-Six Month Period			MBSSE	<ul style="list-style-type: none"> <li>• The recruited record's management personnel to develop records management plan to ensure easy access of documents and to enhance effective decision making and productivity.</li> </ul>
43	We <b>recommends</b> that any off-site recordkeeping or storage facilities in the district are adequately examined, and risks assessed to determine suitability for records keeping purposes, whilst plan and strategies should be also put in place to prevent or respond to any events affecting them. Part of this is to also ensure only appropriate access to the records management system is permitted by the adequately trained Records Management	Three-Six-month period			MBSSE	<ul style="list-style-type: none"> <li>• The record's management officer to assess the regional office and to recommend measure towards the establishment of record's management Unit in every district office.</li> </ul>

	Officer.					
44	We <b>recommend</b> that the Ministry improve its filing system which will make it easy to track office fill. This recommendation is proffered from the backdrop that facilities are very limited and files are generally in very poor condition. As a result, files are stacked up on the floor and around the room in most Directorates and Units.	Ongoing		MBSSE	<ul style="list-style-type: none"> <li>The records management personnel should help to create room for fills stack in Directorate and Units, make reference and access to that information whenever need arise.</li> </ul>	
<b>Electronic Mailing System:</b>						
45	We <b>recommend</b> that the Ministry treat internet generated information cautiously to prevent risk of losing critical information.	ongoing		MBSSE	<ul style="list-style-type: none"> <li>The Ministry to develop an in-house policy on the use of web-generated data usage, storage and dissemination</li> </ul>	
46	We <b>recommend</b> that sensitive information is protected, and if possible must not be communicated via internet for fear of hacking.	Ongoing		MBSSE, Ministry of Information and Communication	<ul style="list-style-type: none"> <li>The policy help will be design with directive on how to communicate sensitive data.</li> <li>Create policy enforcement mechanism.</li> <li>Seek guidance and support from the Ministry of Information and Communication and other Agencies of Government to help address this issue.</li> </ul>	
47	We <b>recommend</b> that the Ministry use both paper-based and IT-based systems. This recommendation should apply to all information/records management of the Ministry.	Ongoing		MBSSE	<ul style="list-style-type: none"> <li>The Ministry should continue to continue to apply paper-back correspondence system with copy kept on files for reference purposes.</li> </ul>	

						<ul style="list-style-type: none"> <li>Organise meetings to inform and advice on the use of paper-based information and also when and how to use IT based Information dissemination and networking facilities.</li> </ul>
<b>Education Management Information System (EMIS)</b>						
48	We <b>recommend</b> that the Ministry increase the staff strength of the Planning Directorate to be able to effectively manage EMIS.	Three-Six Months period			MBSSE	<ul style="list-style-type: none"> <li>The Ministry to fill the recruit IT, statisticians and M&amp;E officers to increase the manpower of the Policy and Planning Directorate.</li> </ul>
49	We <b>recommend</b> that the Ministry's Central Information Unit (CIU) within the Planning Directorate is strengthened with requisite competent staff to be able to effectively integrate all information and knowledge management systems including the electronic data, the Education Management Information System (EMIS), statistics from the Inspectorate's Information Unit, the Logistics Directorate, the Personnel Records for MBSSE staff, and data from the Councils.	Ongoing			MBSSE, HRMO, PSC	<ul style="list-style-type: none"> <li>The CIU to organise a workshop on the need to integrated all Education Management information.</li> <li>ICT, statisticians and M&amp;E officers to increase the manpower of the Policy and Planning Directorate.</li> <li>Solicit access and information sharing directives to all Directorate and Unit as part of horizontal coordination process to be able to access all information</li> </ul>
<b>Information Communication Technology (ICT)</b>						
50	We <b>recommend</b> that the Ministry establish a bigger ICT Server Room with the necessary equipment to address some of the lapses including the small internet space that is shared within a very large institution like MBSSE.	One-Year Period			MBSSE	<ul style="list-style-type: none"> <li>Make budgetary allocation for the establishment of bigger ICT Server Room.</li> <li>Seek donor support to complement the effort of Government.</li> </ul>
51	We <b>recommend</b> for a budgetary allocation and to work towards immediate decentralization of	Three-Six Months			MBSSE	<ul style="list-style-type: none"> <li>Make budgetary allocation towards the establishment of ICT and internet</li> </ul>

	ICT infrastructure with competent ICT Officers that will manage the ICT system at the HQ and the districts.	Period				facilities in the District Offices.
52	We <b>recommend</b> for a capacity needs assessment to be undertaken to identify staff competences in basic ICT skills.	Three-Six Months Period			MBSSE	<ul style="list-style-type: none"> <li>Capacity Needs Assessment conducted to justify the need for basic ICT training and re-training of administrative and Officers at the lower cadre.</li> </ul>
53	We <b>recommend</b> for basic computer training for staff of the Ministry, particularly for clerical staff at both the Headquarter and the District Offices.	One-year Period			MBSSE	<ul style="list-style-type: none"> <li>Organize basic computer training to all clerical staff at the HQ and District Offices</li> </ul>
<b>Job Descriptions and Staff Qualifications</b>						
54	We <b>recommend</b> that all professional, administrative and clerical staff are provided with written job descriptions. This should clarify individual job responsibilities and improve line management.	Three-Six Months Period			MBSSE, HRMO and PSC	<ul style="list-style-type: none"> <li>Review the existing job description and design one for those that have no job description.</li> <li>Share the already designed job description to all staff of the Ministry including Contract staff with clear reporting line</li> </ul>
55	We <b>recommend</b> that the Ministry develop a Succession Plan so as to meet the dynamic potentials of the Ministry.	Three-Six Months Period			MBSSE, HRMO and PSC	<ul style="list-style-type: none"> <li>Put necessary measures in place to ensure succession plan is developed for smooth professional transition.</li> <li>HR Officer to coordinate with HRMO to help design a succession plan</li> </ul>
<b>Logistics and Equipment</b>						
56	We <b>recommend</b> that the Ministry provides the necessary logistics and equipment for staff to effectively carry out their duties.	Ongoing			MoF, MBSSE and District Councils	<ul style="list-style-type: none"> <li>Make adequate budgetary allocation to purchase necessary logistics and equipment needed.</li> </ul>

57	We <b>recommend</b> that on the availability of funds to purchase moto bikes and more pool vehicles to improve on the productivity of the inspectorate division in the rural areas.	One-Year Period			MoF, MBSSE and District Councils	<ul style="list-style-type: none"> <li>• Make budgetary allocation to acquire Moto Bikes and vehicles for the purpose of monitoring, inspection and supervision</li> </ul>
58	We <b>recommend</b> that the Ministry provide timely allocation of subvention to conduct school monitoring and supervision.	Ongoing			MoF, MBSSE and District Councils	<ul style="list-style-type: none"> <li>• Government to provide timely subvention</li> </ul>
59	We <b>recommend</b> that the Ministry repair the faulty Computers in the Typing Pool or purchase new one.	Three-Six Months Period			MBSSE and MoF	<ul style="list-style-type: none"> <li>• Provide budgetary allocation to repair faulty computers and replacing the old ones.</li> </ul>
60	We <b>recommend</b> that the Ministry provide the necessary equipment to keep the District Offices and their environs clean.	Urgently			MBSSE and MoF	<ul style="list-style-type: none"> <li>• Provide budgetary allocation to purchase tools such as Cutlasses, Hoes and Toiletries to keep the environs of the district offices clean.</li> </ul>
<b>Accommodations</b>						
61	We <b>recommend</b> that the Ministry fast-track the building project funded by the European Union (EU).	Ongoing			MBSSE, MoF and Donor Partner	<ul style="list-style-type: none"> <li>• Mechanism put in place towards the completion of the building</li> </ul>
62	We <b>recommend</b> that the Ministry improve on the accommodation facilities at the Headquarters and the Provincial offices.	One-Year Period			MBSSE	<ul style="list-style-type: none"> <li>• Make adequate tentative arrangement to improve on accommodation in the Headquarter and District offices</li> </ul>
63	We <b>recommend</b> that the Ministry remove the File Office from the Typing Pool which is situated in the Personnel Unit.	Three-Six months period			MBSSE	<ul style="list-style-type: none"> <li>• File Office is relocated to the established Records Management Office</li> </ul>
64	We <b>recommend</b> that an adequate office space is provided to accommodate the Inspectors and Supervisors of Schools, District Coordinators for	One-Year Period			MBSSE and MoF	<ul style="list-style-type: none"> <li>• An arrangement is made with the support of other sectoral players like the District Council to help with</li> </ul>

	the Free Quality Education and Coordinators for the School Feeding Programmes.					accommodation for the Inspectors.
65	Upon allocation of resource, we <b>recommend</b> that the Ministry provide the necessary office furniture's to the respective District Offices.	One-year Period				<ul style="list-style-type: none"> <li>• Provide budgetary support for the purchase of furniture and fittings for the HQ and District Offices</li> </ul>
<b>Internal Communication</b>						
66	We <b>recommend</b> for the creation of Communication Directorate				MBSSE, HRMO, PSC, MIC and MoF	<ul style="list-style-type: none"> <li>• Conduct a merit-based recruitment process for a new Director.</li> <li>• With the help of HRMO and MIC, design a job description for newly recruited Director of Communication.</li> <li>• Organize a press briefing to inform about the new Directorate of Communication.</li> </ul>
67	We <b>recommend</b> that the Ministry develop internal communication policy and strategy to contribute to employees feeling included and motivated and to be able to carry out their tasks in an efficient and competent manner.	Three-Six months period			MBSSE	<ul style="list-style-type: none"> <li>• An internal Communication Policy is developed</li> </ul>
68	We <b>recommend</b> that a Central Information Unit be strengthened.	One-year period			MBSSE	<ul style="list-style-type: none"> <li>• Central Information within the Policy and Planning Directorate strengthened with the requisite staff and equipment needed to help integrated all Education related information of the Ministry.</li> </ul>
69	We <b>recommend</b> that the Ministry establish an effective communication flow between the HQ and the provinces.	Three-Six months period			MBSSE	<ul style="list-style-type: none"> <li>• The In-house Communication Policy be effectively implemented with the necessary directives to enhance information flow at the vertical and horizontal levels.</li> </ul>

External Communication						
70	We <b>recommend</b> that the Ministry develop an external communication policy and a well design external communication strategy to be guided by the policy. This will further help to prevent or minimize duplication of resources and efforts at management and operational levels respectively.	Three-Six months period			MBSSE	<ul style="list-style-type: none"> <li>External Communication Policy Developed.</li> <li>External Communication Strategy enhanced</li> </ul>
71	We <b>recommend</b> that a strategic communication is institutionalized at the sectorial level. This also justified the need to create the enabling policy environment and instruments through which national or sectoral communication strategies, including those for education can be emerged. This also call for an active engagement of all Communication Officers of critical members of Education Sector to meet quarterly to develop sectoral messages and communication strategy to educate and update the public on the milestones that must have been achieved with respect to Free Quality Education Service delivery.	Three-Six Months Period.			MBSSE, MIC and all Sectoral Players	<ul style="list-style-type: none"> <li>Engage with other sectoral players to develop sectoral communication and information sharing policy and strategy involving Communication Officers of all key sectoral players.</li> </ul>
72	We <b>recommend</b> for the Ministry to continue to enhance participatory communication function at sectorial level, which has proven to be effective in building confidence and ownership of the Free Quality Education Initiative of Government. This should also involve frequent interchange among players of the education sector.	Ongoing			MBSSE and all Sectoral Players	<ul style="list-style-type: none"> <li>Take the lead in creating an avenue for participatory communication strategy to inform the public on the millstone achieve and challenges regarding the implementation of the Free Education Initiative.</li> </ul>



**ANNEX**

**MANAGEMENT AND FUNCTIONAL REVIEW**

**QUESTIONNAIRE  
Senior Management Officers**

The purpose of this questionnaire is to determine the nature of the overall strategy and structure of the MDA to enable the MFR team to identify key issues and determine the approach to further research and interview. Please complete questions as thoroughly as possible. A member of the Review Team will be available to answer questions and assist as necessary. Please use additional paper to provide answers if necessary.

**NAME OF MDA:**.....

**NAME OF POST HOLDER:** .....

**DEPT/ UNIT:** .....

**JOB TITLE:**.....

**LOCATION:**.....

**DATE:** .....

**TEL (MOB/LAND):** .....

**EMAIL**.....

Please answer the following questions as comprehensively as possible. If there is insufficient space to answer fully any question, please record your name and relevant additional comments on the last page or on a separate sheet of paper and attach it with you name and number.

**SECTION A: MANDATE, MISSION AND VISION**

1. How is your mandate helping to address the current and foreseeable challenges with respect to service delivery?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. To what extent is your mandate in line with the development priorities of the GoSL?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What are the issues and concerns that requires urgent attention with respect to your mandate?

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**SECTION B: FUNCTIONS**

4. Please list the main functions of the department, division or unit within the MDA for which you are responsible. (Add additional sheets if necessary).

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_  
f. \_\_\_\_\_  
g. \_\_\_\_\_

5. How is the annual work plan developed and monitored? (Please use additional sheets if necessary)

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6. any operational problem(s) encountered in carrying out the functions of your department, division or unit within the MDA.

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7. How could procedures, processes and systems be improved upon to address these problems and improve performance and service delivery?

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**SECTION C: COORDINATION AND INTERNAL RELATIONS**

8. Which other departments/divisions/units within the MDA you collaborate with in the performance of your functions?

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9. What is/are the difficulties (if any) do you experience (including overlaps or duplications of effort).

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10. be done to improve areas of collaboration with other departments/divisions/agencies/units:

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11. Do you/or your department/agency have regional offices? Yes /No  
If yes, please indicate?

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12. Please explain your recruitment process.

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13. What are the general human resource issues or problems your dept/unit is experiencing?  
(staff strength, retention, turnover, capacity etc).

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14. Do you have grievance reporting Mechanism? If yes/no, please explain.....

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**Staff Training, Promotion and Career Development**

**15. What mechanism do you have in place for promotions and career development?**

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16. Do you have a training and capacity building policy? If yes; please briefly state what the policy says about staff training and capacity development,

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17. How do you identify employee training and development needs?

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18. Please provide a list of training(s) you or staff within your dept/unit or the institution in the past 3 years

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19. How do you appraise the performance of staff?

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20. How many people have gone on retirement since the past twelve months? (Aggregate by gender)

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21. How many people have been recently promoted in line with your career development plan?

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**Records Management**

22. What system do you have in place for Records' Management?

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23. How is this system helping to ensure institutional productivity?

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24. What other challenges are you experiencing with respect to Records Management?

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25. What do you think should be done to ensure effective Records' Management system contribute to institutional productivity and service delivery?

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**SECTION F: ICT, AND STAKEHOLDER/CITIZEN ENGAGEMENT**

26. Current IT Equipment Capacity in your unit/dept

Essential Equipment		Current Condition			Not Available	Number Needed
Type	Available	Good	Needs Repair	Obsolete		

27. What IT facilities do you need to ensure operational efficiency?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

28. Please provide a justification for additional IT facilities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

29. Do you have an effective communication strategy? If yes, please provide...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

30. Do you perform oversight function to other Agencies? If yes, explain...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

31. Please provide the list of the Agencies under your supervision.....

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

32. How can communication be improved upon to enhance service delivery?

a. Internally

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. With other MDAs

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. With your key clients/ primary beneficiaries

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d. With the general public?

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33. How does the public communicate their interest and/or concerns to your MDA?

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34. Please state any challenges in your interaction with any of your stakeholders/partners/clients/general public.

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35. How can communication be improved upon to enhance service delivery?

e. Internally

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f. With other MDAs

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g. With your key clients/ primary beneficiaries

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h. With the general public

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## **SECTION G: FINANCE, BUDGETING AND PROCUREMENT**

36. Please state any sources of revenue generation by your unit/dept

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37. Do you set annual revenue target? Yes/no (if yes, please state).

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38. If yes, how much have you been able to generate for the past three (3) years?

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39. How do you normally account for the revenue generated?

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40. Is your Agency/Commission part of the Annual Budgetary process organized by Ministry of Finance? Yes/no

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41. If no, explain the budget formulation process including any challenges your unit/dept have experienced in the past?

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42. Explain the processes used for procuring goods, equipment, and services in your unit/dept

**SECTION H: ACCOMMODATION AND OFFICE SPACE**

43. How spacious is the Office?

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44. How many officers to an office?

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45. What other general issues and challenges with respect to accommodation do you have?

**PLEASE PROVIDE ANY ADDITIONAL INFORMATION THAT COULD HELP THE REVIEW TEAM TO UNDERSTAND YOUR MANAGEMENT AND OPERATIONAL FUNCTIONS**

**Thank you very much for your cooperation**

**LIST OF PARTICIPANTS  
HEADQUARTER**

<b>No</b>	<b>NAME</b>	<b>MDA</b>	<b>DESIGNATION</b>	<b>CONTACT</b>
1	Charles Kamanda	MBSSE	Permanent Secretary	
1	Alhaji Dr. Mohamed Kamara	MBSSE	CEO	
2	Mohamed Sesay	MBSSE	Director inspectorate	
3	Olive B. Musa	MBSSE	Director: Non-Formal Education	
4	Milton Pearce	MBSSE	Director: Programmes	
5	Alie H.B. Kargbo	MBSSE	D.D. Western Rural	
6	John K. Ansumana	MBSSE	D.D. EMIS	
7	Said Conteh	MBSSE	Asst. Director: PHE	
8	Salimatu N. Koroma	MBSSE	Asst. Director JSS/SSS	
9	Mariatu Allier Koroma	MBSSE	Asst: Home/Economics	
10	Ann L.J. Konneh	MBSSE	Asst: Director Inspectorate	
11	Nana Bokarie		Senior Inspector of Schools	
12	Sumanu O.Z. Alghali	MBSSE	Deputy Secretary	
13	Aiah J.P. Lebbie	MBSSE	SAS	
14	A.B. Kpukumu	MBSSE	Second Grade Clerk	
15	H.M. Nelson-William	Basic Education Commission	Executive Secretary	
16	Hassan Conteh	MBSSE	Exam Officer	
17	Daphne Sambaya	MBSSE	Secretary	
18	Brima M. Turay	MBSSE	D.D. Broadcasting	
19	Mohamed Turay	MBSSE	ICT-Tech Level (Level 1)	
20	Morison Momoh	MBSSE	Asst: Accountant	
21	Sia Luseni	MBSSE	Senior Internal Audit	
22	Reginal King	MBSSE	Project Coordinator	



**MAKENI ATTENDANCE LIST**

<b>No</b>	<b>NAME</b>	<b>MDA</b>	<b>DESIGNATION</b>	<b>CONTACT</b>
1	Peter. J. Thomas	MBSSE	Basic Education Officer-Retired	076-650-425
2	Alex D Kanu	MBSSE	Supervisor of School-Retired	
3	Augustine T Alpha	MBSSE	Office Assistant	076-456-994/077-374410
4	Mamusu R Kamara	MBSSE	Secretary	077-524-693
5	Lansana Manasaray	MBSSE	Acting Finance Officer	030-757-017
6	Israel D Wilson	MBSSE	Supervisor & ICT Officer	076-246-344
7	James Y Koroma	MBSSE	Cleaner	080-087-677
8	Charles Y Wilson	MBSSE	Supervisor	088-951-618
9	Julius Sesay	MBSSE	IT Focal Person-SR	077-415-700/078-326-220
10	Bai Sheka Wurie	MBSSE	Supervisor	077-838-284
11	Victor A Kamara	Leh We Learn	D S O	078-132-346
12	Camelo A Kamara	MBSSE	Dist. Cordinator FQSE	076-554-584
13	Abubakarr Jalloh	MBSSE	RC-North	079-260-105
14	Abdul Koroma	Leh We Learn	D SO Karena	076-688-940

**PORT LOKO DISTRICT**

<b>No</b>	<b>NAME</b>	<b>MDA</b>	<b>DESIGNATION</b>	<b>CONTACT</b>
1	Daniel .S. Konteh- Moi	MBSSE	Supervisor of School	030-445-094
2	Mohamed F Kawa	MBSSE	Supervisor of School	030-001-727
3	Daniel Sesay	MBSSE	Supervisor of School	077-809-737
4	Saidu Munu	MBSSE	Monitor School Feeding	077-587-628
5	Mohamed Bahr- Koroma	MBSSE	Supervisor of School	076-558-682
6	Bob A Sesay	MBSSE	Inspector of Schools	079-693-211
7	Augustice J S Mansaray	T & E	Inspector of Schools	088-857-877
8	Abu Bakarr Bangura	MBSSE	Finance Officer	088-857-877

**KENEMA DISTRICT**

<b>No</b>	<b>NAME</b>	<b>MDA</b>	<b>DESIGNATION</b>	<b>CONTACT</b>
1	Prince Patrick Ngebeh	MBSSE	Inspector of Schools	076-803-134
2	Sheik Umaru Abu Bakarr	MBSSE	Supervisor of Schools	076-641-083
3	Margaret Sheriff	MBSSE	Supervisor of Schools	076-650-917
4	Abdul S Alpha	MBSSE	Office Assistance	076-768-112
5	Philip Brewah	MBSSE	Office Assistance	088-295-332
6	John M Brima	MBSSE	Office Assistance	076-817-127
7	Fatmata Jah	MBSSE	Finance Clerk	076-583090
8	Solomon Foday	MBSSE	Store Clerk	076-446-053
9	Mohamed Darboh	MBSSE	Care Taker	088-641-074
10	Joseph B. Kalie	MBSSE	I T / Situation	088-640-743/ 079061-108
11	Abdul Vangahan	F Q S E	Coordinator	078-575-319
12	Nabie Koroma	MBSSE	Supervisor of Schools	078-218-379
13	Ishaka Swaray	MBSSE	Office Assistance	076-715-769
14	Sohindo George- Willams	MBSSE	Assistance Supervisor of Schools	088-940-722
15	James M B Sumaila	MBSSE	Supervisor of schools	076-854-740

**BO DISTRICT**

<b>No</b>	<b>NAME</b>	<b>MDA</b>	<b>DESIGNATION</b>	<b>CONTACT</b>
1	Lahai Feika	MBSSE	Senior Inspector	078-808-562
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3	Ibrahim M Mansaray	MBSSE	Supervisor of schools	076-102-155
4	Josephine Scatt	MBSS	F/C	076-703-515
5	Alice M Kamara	MBSSE	Secretary	076-651-066
6	Stephen Gorgra	MBSSE	Supervisor	031-084-800