MINISTRY OF
**BASIC AND SENIOR
SECONDARY EDUCATION**
SIERRA LEONE

NATIONAL GUIDELINES ON ACCELERATED EDUCATION FOR OUT-OF-SCHOOL CHILDREN AND YOUTH

JUNE 2024

Table of Contents

i. Foreword

The Government of Sierra Leone, under the leadership of His Excellency President Julius Maada Bio, places equity in and through education at the front and centre of its commitments to improve the country's overall human development outcomes and increase economic growth. Renewed and sustained commitment to this priority is critical to these outcomes. Sierra Leone has made tremendous achievements in its fight for universal access, comprehensive safety, radical inclusion and quality teaching & learning, as enshrined in its Education Sector Plan. The Radical Inclusion Policy and the Out-of-School Children (OOSC) Strategy are pioneering a vision and plan that aim not just at leaving no child behind, but deliberately addressing the need of the most vulnerable pupils. After the introduction of the Free Quality School Education, gross enrolment rates (GER) have risen markedly nationally. There remain, however, great variances across the country. In some regions a combined OOSC rate of 22% can be found[1]. Education progression remains lower for girls, and even more so for pregnant girls and young mothers, who bear heightened burdens that lead them to drop out of school. These complexities continue to give rise to an alarming number of OOSC within the country for whom non-formal education (NFE) must be readily available.

The Radical Inclusion Policy commits Sierra Leone to expanding NFE schemes through the provision of accelerated education services designed to be conducive for marginalised groups. The OOSC Strategy specifically addresses the needs of out-of-school children as essential for successful promotion of national development, thus enabling participants in NFE programmes to become involved in and supported by national development efforts. These Guidelines for Accelerated Education Services for OOSC are a stepping stone in the direction of strengthening the Ministry's steady advancement towards equitable education for all. Accelerated Education Programming is committed to the principles of radical inclusion and provides opportunities for all learners to access education. These Guidelines set out the best-known standards for the provision of accelerated education services to ensure coherent, high-quality teaching and learning. They build on a robust evidence synthesis[2] and are a testament to the commitment of the Ministry of Basic and Senior Secondary Education to nurture evidence-based decision-making and leave no one behind.

The Ministry of Basic and Senior Secondary Education
Republic of Sierra Leone

---

[1] Dalan Development Consultants (2021), IDRC – GPE KIX Study, Expanding the Evidence Base on the Out-Of-School (OOS) Incidence in Sierra Leone: Key findings from the Mapping Survey in Three Districts in Sierra Leone.

[2] Education.org, Accelerated Education Programmes: An Evidence Synthesis for Policy Leaders, June 2022.

ii.   Acknowledgements

These guidelines were developed under the leadership of the Ministry of Basic and Senior Secondary Education (MBSSE), with valuable contributions from partners across government, civil society and the international community working in and for education in Sierra Leone.

The Ministry would like to thank Education.Org for accepting the responsibility to undertake the development of the Guidelines and collaborating closely with the Ministry to cultivate evidence-based practices for policy and planning.

Internally, the Ministry would like to thank the Chief Education Officer, Dr. Yatta Kanu, for her vision and leadership behind the commission of these Guidelines. The Ministry also thanks the Director of Non-Formal Education, Dr. Olive Musa, for providing invaluable technical expertise and long-standing experience in informing and coordinating development of the Guidelines. The Ministry also thanks the members of the Operations, Planning and Policy (OPP) pillar chaired by the CEO, for providing leadership and oversight during development of the Guidelines.

We are highly appreciative of the specific contributions offered by the various units and Directorates in the MBSSE, and by the Ministry's district officials, namely Deputy Directors and District Literacy Officers, for their practical and contextual insights that contributed to the design of these Guidelines.

A special thanks goes to the Director of TVET in the Ministry of Higher and Technical Education, and Director of Localisation in the Ministry of Local Government for their recommendations to strengthen inter-ministerial collaboration.

Finally, the Ministry extends its gratitude to all contributing partners who made inputs directly and through validation meetings in finalising the Guidelines. The Ministry of Basic and Senior Secondary Education would like to thank Dalan Consultants for making available their research on AEPs in Sierra Leone as part of the IDRC KIX research programme on Accelerated Education, offering an important contextual evidence base for these Guidelines.

Acronyms/Abbreviations

AE	Accelerated Education
AEP	Accelerated Education Programmes
AEWG	Accelerated Education Working Group
ALC	Accelerated Education Centre
ASC	Annual School Census
BECE	Basic Education Certificate Examination
CHW	Community Health Worker
CWC	Child Welfare Committee
CWD	Children With Disabilities
CLC	Community Learning Centre
CRM	Complaint Response Mechanism
DEO	District Education Office
DLO	District Literacy Officer
EMIS	Education Management Information System
ERPW	Electronic Referral Pathway
ESP	Education Sector Plan
FP	Family Planning
FQSE	Free Quality School Education
FSU	Family Support Unit
GBV	Gender-Based Violence
GBVIMS	Gender-Based Violence Information Management System
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GoSL	Government of Sierra Leone
GPE	Global Partnership for Education
IDRC	International Development Research Center
KIX	Knowledge and Innovation Exchange
JSS	Junior Secondary School
MBSSE	Ministry of Basic and Senior Secondary Education
M&E	Monitoring And Evaluation
MICS	Multi-Indicator Cluster Survey
MOGCA	Ministry of Gender and Children Affairs
MOSW	Ministry of Social Welfare
MTDP	Medium Term Development Plan
MTHE	Ministry of Technical and Higher Education
NASU	National Assessment Unit
NCTVA	National Council for Technical, Vocational and Other Academic Awards

NFE	Non-Formal Education
NGO	Non-Governmental Organisation
NGSP	National Gender Strategic Plan
NPSE	National Primary School Examination
NSRTP	National Secretariat for the Reduction of Teenage Pregnancy
OOSC	Out-of-School Children
OPP	Operations, Policy and Planning pillar
SDG	Sustainable Development Goals
SEL	Socio-Emotional Learning
SMART	Specific, Measurable, Achievable, Realistic, Timely
SOP	Standard Operating Procedure
SQAO	School Quality Assurance Officer
SRH	Sexual and Reproductive Health
SSS	Senior Secondary School
SDG	Sustainable Development Goals
TC	Teacher Certificate
TSC	Teaching Service Commission
TVET	Technical and Vocational Education and Training
WASSCE	West African Senior Secondary Certificate Examination

SECTION I - ACCELERATED EDUCATION SERVICES GUIDELINES

1.1. Introduction to Guidelines

1.1.1. Situation Analysis

Sierra Leone experiences high rates of out-of-school children and youth (OOSCY). In 2017, prior to the Free Quality School Education (FQSE) programme, almost one fifth (18%) of 6-11 years old children were out of school, with a clear urban/rural divide. In 2018, there were an estimated 524,000 OOSCY[3], representing 22% of children aged 6 to 18 years. After the introduction of the FQSE, gross enrolment rates (GER) have risen notably[4] but maintain a high geographic variance, with rural districts experiencing much lower GER[5]. Ongoing research supported by IDRC under the KIX initiative found a combined OOSC rate of 22% in selected rural areas, within Kambia, Portloko and Pujehun districts[6]. Disparities in attendance rates are confirmed based on wealth quintiles. Despite recent improvements in access and completion rates, still one child out of ten never attends school.

More than half of 15-year-olds and above (57%) are illiterate[7]. In 2019, 24% of students failed the National Primary School Examination (NPSE) and 43% failed the Basic Education Certificate Examination (BECE)[8], suggesting that many pupils still do not finish primary education acquiring the basic skills needed for their adult lives. Educational attainment remains lower for girls, with more girls than boys dropping out of school as they move through secondary education[9]. Adolescent pregnancy and child marriage rates are high, resulting in an estimated 20% of girls dropping out of the classroom[10]. While there was a spike in school attendance of pregnant girls after the removal on the ban for these girls to attend school, stigma and a lack of integration mechanisms continue to be a barrier, especially in rural areas[11]. The COVID-19 pandemic exacerbated issues of inequity in education for Sierra Leone, compounding an economic situation severely affected by currency depreciation and rampant inflation, and curtailed economic activity[12]. This overall resulted in heightened burdens on vulnerable children and youth, posing greater barriers to their education. These systemic complexities continue to give rise to an increasing number of OOSCY for whom non-formal education (NFE) should be a priority and readily available pathways for alternative education should be prioritised.

---

[3] Statistics SL (2018) Sierra Leone Multiple Indicator Cluster Survey 2017, Survey Findings Report
[4] MBSSE (2019b) Annual School Census 2019 Report
[5] MBSSE (2021), Out-of-School Children Study Sierra Leone
[6] Dalan Development Consultants (2021), IDRC – GPE KIX Study, Expanding the Evidence Base on the Out-Of-School (OOS) Incidence in Sierra Leone: Key findings from the Mapping Survey in Three Districts in Sierra Leone
[7] UNDP (2020) Human Development Report: Sierra Leone.
[8] Statistics SL (2018), Ibid.
[9] UNICEF. (2020). Education Sector Analysis of the Republic of Sierra Leone, Assessing the enabling environment for gender equality
[10] 17.   Statistics SL and ICF (2019) Sierra Leone Demographic and Health Survey 2019: Key Indicators,
[11] UNICEF (2020), Ibid; MBSSE (2021), Ibid.
[12] Sierra Leone Food Security Monitoring System Report. Government of Sierra Leone and World Food Program February 2022

1.1.2. Legal and Policy Framework

Several policies and legislations have been enacted in Sierra Leone which help guide the main tenets of this document. It is envisaged that these guidelines respond to the demand of, amongst others, the following policies and legal instruments:

1991	**Government of Sierra Leone's Constitution, Chapter 2, Section 9** emphasises the safeguarding of the rights of vulnerable groups such as children, women and people with disabilities, while guaranteeing free literacy programmes for them.
2007	The **Child Rights Act** states that every child should have access to health care and a free, basic education and includes a child's right to adequate classroom facilities, materials and trained teachers.
2011	The **Persons with Disability Act** upholds the rights of people with disabilities and their entitlement to free education through a learner-centred curriculum
2021	The **National Policy on Radical Inclusion** focusses on promoting universal access, purposefully targeting the most marginalised, and supporting community-based education interventions to reach the most vulnerable. The Policy commits to expanding NFE schemes through the provision of accelerated education services designed to be conducive for marginalised groups. The National Out-of-School Children Strategy as an arm of the Policy specifically addresses the needs of OOSCY
2019-2023	The **National Development Plan** highlights the government's intention and commitment to moving Sierra Leone from a low-income country to a middle-income country by 2030 and sets the pathway for appropriate and relevant education. The NFE Policy is aligned with the national agenda for human capital development through contributing to developing children, youth, and adults through inclusive education so they can contribute to national development. The MBSSE regards foundational literacy as essential for successful promotion of national development, thus enabling participants in NFE programmes to partake in national development efforts.
2018-2023	The **National Gender Strategic Plan 2018-2023 (NGSP)**, the sister **National Strategy for the Reduction of Adolescent Pregnancy and Child Marriage (2018-2022)** and the **National Strategy for the Response to Sexual and Gender-Based Violence (2021-2023)** all underscore a political commitment to addressing gender inequalities across sectors and recognise the imperative of protecting children and youth, especially the girl child, from Gender-Based Violence (GBV) and its consequences, and impacts on their right to education.
2023	**The Basic and Senior Secondary Education Act** recognises NFE as responsible to cater for OOSCY and older children, youths and adults who may desire to enrol in formal school or wish to pursue alternative pathways after completing formal education.
2023	The **National Non-Formal Education Policy (pending)** reflects the commitment to ensuring that equitable and lifelong education is provided and made accessible to every citizen. It underpins the Ministry of Basic and Senior Secondary (MBSSE)'s drive to NFE service delivery at the Basic Education level. The policy repositions NFE provision and its overall management. It sets the pathway for NFE

	to become responsive to the learning needs and demands of the labour market of the country.
2022-2026	The **National Education Section Plan** seeks to guide the delivery on transformative education programmes for all. The plan also emphasises equity in access to quality education

1.1.3. Rationale for national guidelines on accelerated education services

Accelerated education has been implemented in fragile contexts to provide opportunities for those who have dropped out of school or have not had access to education. The Accelerated Education Working Group (AEWG) defines accelerated education as 'flexible, age-appropriate education for children and youth who are otherwise excluded in regular education settings', but governments often apply modified definitions in their plans, policies, and guidelines.

NFE provision in Sierra Leone sets out pathways for alternative education to learners who have not had access to formal schooling and are unlikely to return to school; and accelerated education to support learners to transition back into formal schooling or technical/vocational education where possible. The policy framework underscores the need to:
- Develop a harmonised NFE curriculum, recognising gaps in the existing resources used by NFE institutions;
- Commit to identifying appropriate assessments that can be used in NFE programmes;
- Strengthen data systems relating to OOSCY to enable NFE decision making to be data driven;
- Expand and pilot community-based, locally driven solutions to recruit and retain teachers;
- Establish strategies to promote safe and conducive learning environments, including through upskilling teachers.

The MBSSE provides accelerated education through Community Learning Centres (CLCs) and Accelerated Education Centres (ALCs), which are established in collaboration with local communities. There are also many targeted adult literacy and out-of-school programmes implemented in many parts of the country by non-state actors. Whilst the rich range of accelerated education in Sierra Leone is a source of learnings and an important contribution to national development efforts, there is a growing need for harmonised frameworks that can fast track the response to and recovery from disengagement and drop-out from education.

The guidelines that follow are intended to address these challenges. It is envisioned that trial of the guidelines will support the development of an Accelerated Education Implementing Unit and help shape accelerated education interventions in Sierra Leone. It is hoped that this will contribute to improve access to quality basic education, retention and transition for learners who are in unique and difficult circumstances.

1.2. Purpose and scope of national guidelines for accelerated education services

1.2.1. Aim and objectives

These guidelines are aimed at promoting harmonization, coordination, and quality of accelerated education services in Sierra Leone. Accelerated education services are flexible, age-appropriate programmes that run in a condensed timeframe and with an accelerated curriculum, with the aim of providing access to education and learning opportunities to OOSCY who missed out on formal education due to exclusionary factors, and for whom transitioning back into mainstream school education is challenging because they are over-age and lack grade-appropriate skills and competences.

The overall objective of these guidelines is to provide benchmarks and criteria to be used by accelerated education service providers, thereby providing a reference framework for strengthening equity and inclusion. The specific objectives of the guidelines are to provide best-known standards to:

1. Locate, identify and monitor OOSCY and assess their learning needs for placement in the most appropriate accelerated learning track.

2. Establish age-appropriate accelerated education programmes and transition mechanisms to support entry and re-entry of OOSCY in the education system.

3. Develop strategies for identifying, developing, and implementing appropriate pedagogies, learning assessment and teaching and learning approaches that target the needs of OOSCY.

4. Develop modalities for assessing, monitoring, and evaluating accelerated education services.

1.2.2. Principles and values

The values underpinning the NFE Policy and Sierra Leone ESP provide the overarching framework for these guidelines:

- *Universal access* – these guidelines inform educational pathways for all, including marginalised and excluded learners, increasing access to formal schooling and alternative education pathways.

- *Comprehensive safety* – these guidelines set out standards which seek to guarantee a safe learning environment in all learning centres.

- *Radical inclusion* – accelerated education programming is committed to the principles of radical inclusion and provides opportunities for all learners to access education.

- *Quality teaching and learning* – these guidelines set out good practices and best-known standards for the provision of accelerated education services to ensure high quality teaching and learning.

Principles specific to the delivery of accelerated education services include:

- *Equity*: accelerated education services cater for all, and especially strive to serve the most vulnerable learners with tailored learning opportunities, emphasizing quality access to education for all.

- *Diversity and Inclusion*: accelerated education services will recognise, value and address the diverse learning needs of various groups, including those with disabilities, girls, parent learners, and learners from especially remote and underserved areas.

- *Flexibility*: accelerated education services will recognise, understand and endeavour to accommodate learners' unique needs and circumstances to maximise their opportunity to learn and stay in the programmes without causing further harm.

- *Learner-centredness and holistic learning*: accelerated education services will underscore the holistic nature of the learning process and focus on the learner's cognitive and socio-emotional skills and competences that are relevant to their developmental stage.

- *Evidence-based*: delivery of accelerated education services shall be informed by learning assessments, context analysis, and local, regional and global best practices.

- *Collaboration and partnership*: delivery of accelerated education services will promote community participation and stakeholders' engagement at all levels, fostering diverse and inclusive views and promoting effective use and sharing of resources.

- *Accountability*: the effectiveness of accelerated education delivery in promoting equitable education and inclusion is shared at all levels.

1.2.3. Scope and targets

These guidelines will apply to all accelerated education services for learners who are of school-age but have never been to school, or have dropped out, or missed various learning opportunities, or require special and additional support to re-enrol in, progress and transition through basic education alongside their peers. These guidelines specifically address the needs for schooling of the following groups:

Table 1. Target groups

Age	Education status	Current skill levels
9-19 y.o.	Never been to school OR Dropped out of school for at least two or more academic years in the basic education cycle (upper primary to JSS)	No basic skills OR Upper Primary level or Junior Secondary level
	Enrolled to school and dropped-out for a term up to no more than one academic year from upper primary to SSS.	Upper Primary level to Senior Secondary level

1.3. Guidelines for the provision of accelerated education services

This chapter outlines best known standards to design and implement accelerated education services for OOSCY in Sierra Leone. These guidelines cover two pathways. These pathways abide by international definitions by the AEWG[13], as follows:

Accelerated Education Programmes (AEP)
Flexible, age-appropriate programmes run in an accelerated time frame, which aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out on or had their education interrupted by poverty, marginalization, conflict, and crisis. The goal of Accelerated Education Programmes (AEPs) is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.

Catch-Up Programmes
A short-term transitional education programme for children and youth who had been actively attending school prior to an educational disruption, which provides students with the opportunity to learn content missed because of the disruption and supports their re-entry to the formal system

AEPs and Catch -Up programmes differ in the following ways:

Table 2. Characteristics of AEP and Catch-Up Programmes

AEP	Catch-Up Programmes
Target children who missed out on education for a long period of time, including those who never enrolled.	Target only children who did go to school and later dropped out and missed out on school for a short period of time.
Equip learners with key competences that are equivalent to the basic education level, but also functional skills that responds to the learners' contextual needs and localised pathways for transition beyond formal schooling.	Help learners catch up on the content they missed from a specific term or year
Condense years of basic education in a shorter period of time. Requires a dedicated, tailored curriculum.	Do not condense the curriculum, only catch up on the specific content missed in a certain term or year. Does not require a separate curriculum, only a teachers' guide.
Aim at supporting return to school, but also transition into TVET or work.	Only aim at re-integrating learners in formal school.

The table below presents a map of the proposed pathways and eligibility criteria for each:

---

[13] Accelerated Education Working Group (AEWG) (2017), Accelerated Education Definitions

Table 3. Transition pathways

Age	Education status	Baseline Skills	Track	Pathway
9-19 y.o.	Never been to school OR Dropped out of school for at least two academic years in the basic education cycle (primary to JSS)	No basic skills Upper Primary level or Junior Secondary level	Accelerated Education Programmes	Return to Primary or JSS OR Transition to apprenticeships, or TVET OR work
	Dropped-out of school for a term or no more than one academic year or 18 months[14] at any grade (primary to SSS)	Upper Primary level to Senior Secondary level baseline	Catch-up Programmes	Return to formal education at any appropriate grade
< 9 y.o.	Learners below 9 years old are not targeted by AEPs. These learners should be supported to re-enter school at the grade they dropped out.			
> 19 y.o.	Learners older than 19 years should be considered for AEP on a case-by-case basis, depending on how many years of schooling they have missed and their personal circumstances.			

The figure that follows illustrates the proposed pathways in terms of cycle:

---

[14] For girls who drop out as they get pregnant.

Age   Grade

6   P1
7   P2
8   P3
9   P4
10   P5
11   P6

12   JSS1
13   JSS2
14   JSS3
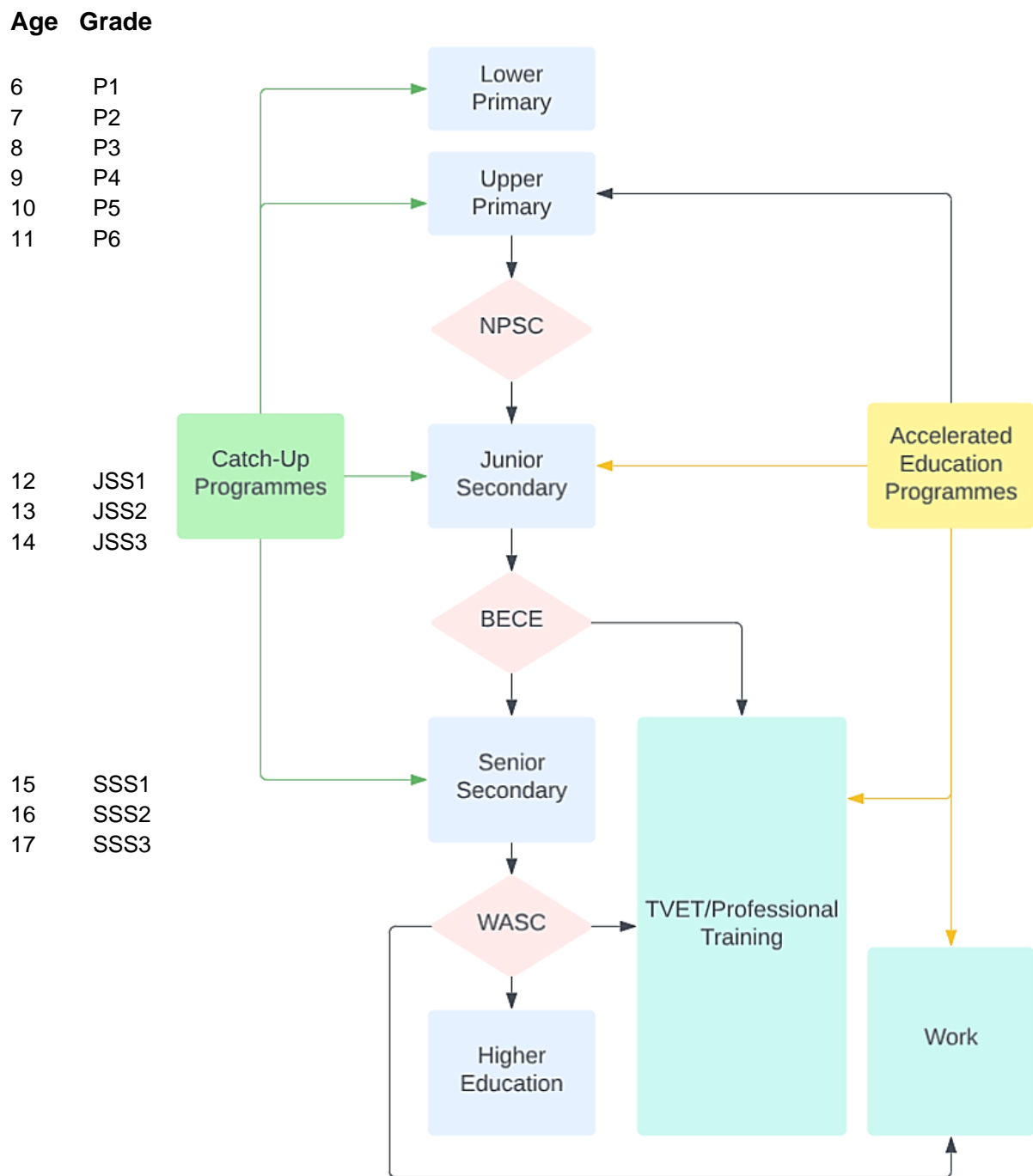
15   SSS1
16   SSS2
17   SSS3

Figure 1. Pathways for OOSCY reintegration in formal education, TVET or work.

The guidelines are structured around nine evidence-based key features of efficient and effective accelerated education services. These dimensions include:

Figure 2. Dimensions of Effective Accelerated Education Programmes, Education.Org, ‘Steering Through Storm’ High Level Guidance (2023), from Accelerated Education Synthesis (2022).

Guidelines for each of these dimensions are presented in this document. It should be noted that Equity and Inclusion are considered a cross-cutting dimension: standards to ensure equitable and inclusive accelerated education services are mainstreamed across all the dimensions.

1.3.1. Accelerated Education Programmes

GOALS

i.   Objective

The goal of AEPs in Sierra Leone is to provide OOSCY with key skills and competences and additional time for learning targeted to their learning and transition needs, and equivalent certifications to progress in the education cycle or livelihood.

ii.   Expected Outcomes

- Learners are equipped with age-appropriate foundational literacy, numeracy and life competences and skills to pursue further learning, work and participate in society.
- Learners complete an alternative education programme that is equivalent to the Sierra Leone Primary Education cycle.

Depending on their age, learning levels and needs:
- Learners can re-enter Primary Education at the appropriate grade, and/or sit the NPSE and transition into JSS at the grade suited for their age and level of skills.
  Or
- Learners can re-enter JSS at the appropriate grade and/or sit the BECE and transition into SSS at the grade suited for their age and level of skills.
  Or
- Learners can transition into Technical and Vocational Education and Training (TVET). It is recommended that apprenticeship options are considered for learners who cannot return to primary education but need additional support to enter TVET.
  Or
- Learners can transition into the formal or informal labour market.

- If learners drop out at SSS level, they are encouraged to take Catch-Up Programmes to re-enter school as much as possible, sit the WASSCE or enrol in AEPs and opt for one of the alternative pathways above where return to school is not viable. Flexibility with choosing the most appropriate pathways should be maintained to serve the needs of the learners on a case-by-case basis as it may be needed.

iii.   Target learners

-9-19 years old -Never been to school or dropped out for **at least 2 years or more** -No basic skills, or -Upper Primary baseline skill levels	**-Transition to Upper Primary or Secondary** **-Transition to TVET** **-Transition to work**

Children and young people within the age range and meeting the education status above are to be identified through steps outline in the M&E and EMIS chapter of this document.

CURRICULUM AND CALENDAR

The curriculum for AEPs shall be revised to be coherent with the 2020 Education Curriculum Framework and speak to the National Qualification Framework for Technical and Vocational Education. The curriculum should also be aligned with other national level, MBSSE-endorsed teaching and learning materials focusing on Foundational Learning. The curriculum for AEPs shall be revised to cater for the following needs:

Learning Objectives	Is built on a scope and sequence with key themes and competences per core subject area, and specific learning outcomes for each theme, per level.
	Is scaffolded, with each session (or period) building up on previous learning from each learning session (or period) while avoiding repetition.
	Consider a modular design, with different modules to prepare learners to sit official basic education examinations or prepare learners for further general studies (secondary education), specialist studies (Talent Academies/TVETs) or the labour market.
	Align, and where possible, integrate, with programming targeting parent/caregivers and community members more broadly, ensuring that – where possible and applicable – key messages and teaching are reinforced across different levels, including household and community levels.
	Accompanied by a communication and sensitisation strategy and plan to support community endorsement and understanding of the value and scope of AEPs as a critical opportunity to pursue life outcomes, as opposed to a short cut. Such risk shall be considered as part of a larger risk assessment when setting up AEPs.

Contents	**Clear structure,** with a clearly identified session plan.
	Condensed and levelled session plan, outlining different levels of AEP, and what grades/academic years and related learning outcomes each level is condensing. Session plans should note: prescribed lesson themes, learning objectives, teaching and learning aids, and key steps.

	Essential skills, competences, and knowledge for each level, including Social and Emotional skills and, where appropriate, Financial Literacy and Business Skills.
	The Sierra Leone Life Skills Framework shall be integrated as a centralized strategy to inform the components focusing on social-emotional learning. This synergy will contribute to a better alignment with in-school strategies.
	The curriculum could explore having one core base content to provide foundational literacy and numeracy competences, with different arms catering for diverse levels and aspirations of the learners. A modular design, with differentiated streams for school reintegration and functional skills acquisition, could be considered.
	Adolescent Health and Life Skills Education: included in an adapted form that is appropriate to the condensed curriculum.
	Relatable: designed to speak to the real world of learners in Sierra Leone.
	Inclusive: designed to provide equitable opportunities for learning and to be delivered in diverse ways that cater for learners with different needs, including vulnerable girls and learners with disabilities.
	Transformative: designed to challenge harmful cultural and social norms about gender roles and promote more equitable narratives.

Teaching Materials	The curriculum currently in use at national level shall be reviewed and revised systematically to condense the basic education curriculum and be aligned to the new curriculum framework for this.

Dosage	Consider instructional time by grade or level to determine both the extent to which the curriculum is condensed and requirements for certification.
	Session plan for each condensed level with associated timetables outlining the dosage of the programme, including: ▪ The number of days per week. The programme should not take place every day, but only the days per week based on the curriculum and session plan (consider two days to a maximum of three days). ▪ The number of sessions per day per core subject areas. The sessions should not take the whole day, but a limited number of hours per day. ▪ The time/length of each session (consider 30-45 minutes per session). These shall not clash with responsibilities learners may already have, to mitigate causing further harm and backlash, especially for girls. Dosage should be determined in consultation with community stakeholders, including village heads, women leaders, youth representatives, parents/ caregivers and learners themselves.

Schedule	▪ Schedule weekly session plans in consultation with learners, parents/ caregivers and communities, and with advice and support from the Girls Education Movement (GEM) members (Mothers Clubs, for example) to

	ensure flexibility, respond to barriers to attendance, and jointly determine plans to address these barriers. ▪ Do not schedule sessions on Fridays and Saturdays to avoid clashes with religious activities and/or *Luma* days. ▪ Schedule sessions preferably in the afternoon or evening hours, depending on availability of learning spaces and safety considerations on commuting and the needs of learners.
	Consider the needs of parent learners, lactating mothers, learners who work outside the home or those responsible for caregiving, and learners with disabilities, in consultation with GEM members.
	Schedule session plans to run in tandem with the academic year and allow learners to take the necessary examinations and/or transition back in the school system or TVET at their due time in the national education cycle.

ASSESSMENT AND EXAMINATION

Learning assessments shall be continuous and carried out regularly throughout the cycle of the AEPs. Assessments shall follow the guidelines below:

- Assessments shall be informed by the National Education Curriculum Framework and be designed, implemented, and reviewed under the oversight and technical leadership of the National Assessment Services Authority (NASA), in coordination and synergy with other MBSSE-endorsed initiatives targeting capacity building and tools development for formative assessment for foundational learning.
- Where AEPs are delivered by non-state actors, assessment can vary and be tailored to the teaching and learning model adopted but shall demonstrate alignment to the National Qualification Framework and be developed in consultation with the NASA.
- Assessments shall be designed to be in line with the revised Accelerated Education curriculum as described above. This shall include a standardised tool that AEP facilitators or learning centres' managers can administer to the learners, and shall cover the minimum elements below:
  - Measures of progress towards learning objectives set out in the session plan.
  - Measures of both cognitive and non-cognitive (Social and Emotional) skills.
  - Provisions to use different assessment methods.
  - Provisions to identify forms of support that learners may require and establish necessary actions, inclusive of remedial learning, counselling or referrals.
- Assessment tools shall be adapted to cater for learners with disabilities and should be designed to be context-appropriate and tailored to teachers/facilitators' capacity levels. Assessment tools shall be designed to meet the different needs of monitoring learners' progression at different points in the programme year:

At the beginning of AEPS (formative)	Periodically during AEPs (formative/summative)	At the end of AEPs (summative)
Determines the learner profile, inclusive of their	Measures progress towards learning outcomes during	Serves as an officially recognised examination to

baseline competency levels and areas requiring targeted support.	the programme cycle as set by the session plan.	entry secondary education, TVET or work, including to apply for certifications to progress in the formal education system.
Enables the management committee and teachers/ facilitators to place the learner at the appropriate level, assigning specific learning outcomes and predicting appropriate transition pathways.	Enables teachers/facilitators to understand any new or persistent need for targeted support. Enables teachers/facilitators to adjust the learner support plan as needed.	Scheduled collaboratively by AEP centres, NFE Council and DEOs and aligned with national schedules to enable learners to sit the appropriate formal examinations (NPSE or BECE) in a timely way.
Enables facilitators to develop a learner support plan adapted to learners' specific needs, inclusive of dedicated support for learners with disabilities.	Set benchmarks that facilitators can use to document progress towards learning objectives that are necessary to reach the final examination and graduate.	
Assessments should deliver an opportunity for programmes' facilitators and managers to work collaboratively with counsellors, mentors, social workers and other support personnel who may be available, depending on the local context to provide the learners with the support they may require beyond instructional needs.		

CERTIFICATE AND TRANSITION

i. Certification

Learners completing and graduating from AEPs must be provided with certification. Completion of an AEP is often not enough to ensure progression to further education, training or work. Without a certificate of completion, based on an accepted assessment system linked to government standards, post-completion options for children from AEPs can be severely limited.

The certification process shall be reviewed jointly by the NFE Directorate, WASSCE Examination Council and the National Council for Technical, Vocational and other Awards to ensure that the following criteria are met:
- Exit points must be established in schedules at the end of each level in AEPs. Examinations must be carried out at these exit points and mark the minimum competency level required to graduate from the programmes and transition either to school or TVET.
- These final assessments (or examinations) must produce certifications of satisfactory completion of the AEP by meeting an officially recognised minimum score. The certification must be recognised as valid by all education institutions.

- Where AEPs are delivered by non-state actors, AEP providers and programmes shall be registered with the NFE directorate, and final certifications should align to nationally established final examinations.
- Two types of certifications shall be considered to align with the proposed modular, two -pronged approach to the accelerated curriculum:
  - **Certificate for access to the next level of education**: upon issuance of certification, graduate students from AEPs shall be recognised officially as holding equivalent competences to the corresponding level of basic education in the formal schooling system; and shall be allowed to sit the NPSE and BECE depending on the equivalent level of the education attained, or the WASSCE, whether this is appropriate as determined on a case-by-case basis.
  - **Certificate for access to work or other professional training**: upon issuance of certification, graduate students from AEPs shall be recognised officially as holding equivalent competences to the corresponding level of basic education and having acquired a skillset. and shall be considered officially eligible to work in employment, self-employment or to access other training courses.

ii.   Transition

- With support from the District Council, the DEO and Deputy Directors of TVET, the Chiefdom Development Committee should coordinate efforts by the Accelerated Education centres, schools, higher education institutions and TVET or apprenticeship providers in each chiefdom to establish a mechanism of referral, ideally at the chiefdom level, whereby the Accelerated Education centres have a direct channel and instrument to refer their graduates to the nearest appropriate formal school or TVET centre or professional training opportunity, depending on the local context. In establishing these mechanisms, the following aspects must be considered:
  - A mapping of available schools, higher education institutions, TVET or other training opportunities shall be established per chiefdom under the lead of the DEO. Data from existing national data collection, such as the Annual School Census and other studies, shall be used.
  - The mapping shall inform the development of transition pathways for learners enrolled in the AEPs and point out a concrete menu of possibilities for learners after completion.
  - Graduates from AEPs should, where possible depending on the local context, be offered bridge programmes and/or individual additional transition support to prepare them better to return to school or enrol in TVET or professional training in a timely way. This must be informed by the learner profile and assessments carried out throughout their participation in the AEP.
  - Accelerated Education centres, schools, higher education and TVET or other training centres shall have a coordinating platform, ideally at the chiefdom level, regulated by the district NFE Council and DEO, and supported by the District Literacy Officers (DLOs) and School Quality Assurance Officers (SQAOs), to determine jointly weather students require any specific additional support before re-enrolling in school, or transitioning to any of the other pathways mentioned above.
  - GEM members and Child Welfare Committees should be mobilised to collaborate with Education bodies and personnel in identifying and providing such support.

- Where possible, and depending on the local context, guidance counsellors or school mentors could be consulted to support AEP graduates in their transition pathways.

PEDAGOGY

i. Teaching approaches and methods

AEPs shall adopt teaching approaches and methods that recognise the additional and intersecting challenges that OOSCY face when entering a form of education for the first time or after a prolonged period. The following criteria must guide the choice of the most appropriate pedagogical methods, and inform training and capacity building plans for Accelerated Education curriculum facilitators:

Language	The dominant local language (widely spoken in the community) is to be the first language of instruction. This is to be approved by the district NFE Council, followed by the official language of instruction: English.

Levelling and focus: learner-centred	Recognise that AEP classrooms may have a variety of, albeit close, ages in one level and more diverse needs.
	▪ Recognise learners' motivation and prior knowledge. OOSCY who dropped out of school for more than two years, or did not enrol in school at all, are more mature for their grade level and bring skills and knowledge which is to be valued and leveraged.
	▪ Recognise that over-age learners may progress faster than their peers in formal school and may require different teaching methods and styles to reach the same learning outcomes.
	Recognise and be informed by the learners' real world and be culturally sensitive. This includes recognising the unique needs of girls who are pregnant, lactating mothers, learners with disabilities, learners from the poorest households, learners with learning differences, and learners who are engaged in work already.

Aims	Facilitate the acquisition of core competencies and skills that are responsive to the needs of the learners and equip them with the required skills and competences to return to school, enrol in TVET/professional training or work.
	Facilitate the acquisition of Social and Emotional skills, confidence and self-worth, while recognising the compounded risks and barriers that most OOSCY face, particularly young girls and learners with disabilities.
	As much as possible, AEP programmes shall be implemented in synergy with complementary and integrated programmes targeting positive parenting, community engagement, behavioural change, and sexual and reproductive health and rights.

Inclusion	Promote equity through:

	▪ A rights-based approach contextualised to the Sierra Leone context and mindful of backlash and cultural appropriateness. ▪ Emotional support and connection to services. ▪ Devices to assist learners with disabilities and other forms of material support for pregnant girls, lactating mothers or other vulnerable learners. ▪ Challenge biases towards vulnerable groups in a non-harmful way. ▪ Support peer relationships and protective networks.
	Be gender sensitive and transformative through: ▪ Countering stigma associated with isolated groups, such as learners with disabilities, girls who are pregnant or young mothers. ▪ Role modelling different attitudes, beliefs and practices that champion and enable girls and learners with disabilities. ▪ Engaging and collaborating with community-based women organisation and structures, such as the GEM.

ii.   Learning Environment

AEPs shall be delivered in learning spaces available and agreed with the community. Teachers/facilitators and administrators in their respective capacities are required to make the space and centre physically, socially and emotionally safe and conducive to learning.

Quality assurance protocols shall be established in a participatory way, including learners, communities, school and/or CLC management committees, under the oversight of the DLOs and/or SQAOs. The guidelines below should be followed to achieve this:

Location	AEPs shall be hosted in the following spaces, based on availability and local context: 1. CLCs or ALCs where these have been established. 2. Primary schools that do not have double shifts. 3. Other community-based spaces. Community bodies, including Village Development Committees, and/or Child Welfare Committees, and GEM members should participate in determining the space, and support necessary actions.
	Schedules for AEPs shall be decided jointly with learners, caregivers/parents, communities and AEP management committees.
	Where needs for both AEPs and Catch-Up Programmes is identified, such as in larger urban or peri-urban areas, the DEO and community structures (and non-state actors where applicable) shall assess needs and determine possible solutions to streamlining provision of programmes for OOSCY in the area on a case-by-case basis.

Safety, inclusion and quality	▪ Ideally be large enough to accommodate comfortably a minimum of 25 students. ▪ Recognising the challenges of securing spaces with such capacity in some areas, where these are not available, consider splitting learners in smaller groups and adjusting schedules to avoid overcrowding.

	▪ Where there are high numbers of OOSCY to enrol, solutions to manage groups and schedules shall be agreed with learners, caregivers/parents and communities to allow flexibility and responsiveness to local contexts. This may include splitting groups across multiple shifts..
	Cater for the needs of learners with disabilities, including: ▪ Work with community bodies and support service to enable accessible entrance and supply assistive devices, with guidance for use. This may include community-based solutions leveraging local resources through community plans, contributing to accountability and support for AEPs. ▪ Gradually expanding provision for referral pathways, with tools for facilitators and administrators. ▪ Additional support should be identified at the entry assessment point, so that timely provisions can be made.
	▪ Plan for expanding provision of gender-sensitive WASH facilities, secure shelter and furniture, protection from structural risks and hazards, provision of Menstrual Hygiene Kits for girls and tools to make referrals. ▪ This may include community-based solutions leveraging local resources through community plans, contributing to local and support for AEPs.
	Located in proximity of learners' locations to minimise risks associated with long commutes, either by walking or through public transports. Where this cannot be guaranteed, centres' committees shall discuss options to facilitate access to learners and communities at the assessment and placement stage.
	▪ Work with the TSC and community to support the recruitment of female facilitators (see Teacher Sourcing and Development section). ▪ Link up centres with female Mentors and/or Guidance Counsellors equipped with basic training to provide psychological first aid and link learners up with support services. Consider allocating one mentor or Guidance Counsellor to a cluster of AEPs. ▪ Link up centres with Community Health Workers, possibly on a rotational basis. This can include community-based solutions based on engaging and training community volunteers, where it is challenging to link to existing similar roles due to distance and limited resources. ▪ Mobilise Child Welfare Committees to monitor AEP and help identify and support the needs of OOSCY enrolled. ▪ In the longer term, work with the Ministry of Gender and Children Affairs and other agencies to equip community-based Mentors and/or Counsellors to use the National e-Referral Pathway (eRPW).
	Equipped with complaint response mechanisms (CRMs) and related information materials to raise awareness with learners and communities.
	Community bodies, such as Village Development Committees and/or Child Welfare Committees, and GEM members should be consulted in these instances are to be actively engaged in the setting, implementation and supervision of AEPs.

i.   Eligibility, Registration and Licensing

Recruitment of teachers or facilitators of AEPs should recognise that accommodations for flexibility and innovative solutions may be needed to cater for diverse local needs and contexts where there are challenges with attracting and deploying teachers.

Minimum qualifications

Education Level	Facilitators of AEPs will need to: ▪ Have a certain level of literacy and numeracy skills to effectively build learners' skills and knowledge in these areas. ▪ Have, or be supported to acquire through training and professional development, a good understanding and experience of delivering accelerated curricula and teaching out-of-school children, recognising that their learning needs and styles are different from their in-school peers, and require tailored strategies. As much as possible, facilitators must be recruited among those in possession of a **Teachers' Certificate (TC) or its equivalent**. If in possession of the TC, teachers/facilitators of AEPs shall be registered and licensed teachers in accordance with the National Teachers Policy (2020). AEP centres are encouraged to leverage support from the following categories of qualified and trained teachers: ▪ Retired teachers, who maintained their registration. ▪ Qualified teachers who are not Pin-coded and are not on payroll. Whilst the criteria above set the best standards, it is important to recognise the challenges with availability of qualified teachers in rural and remote areas where OOSCY reside and AEPs are offered. Flexibility should inform local solutions to serve OOSCY in need in those areas. On a case-by-case basis, the profiles below can also be considered to teach AEPs: ▪ Holders of a **graduate certificate**, with demonstrated experience of facilitation. ▪ Holders of a **diploma**, with demonstrated experience of facilitation. ▪ Holders of the **WASSCE**, with demonstrated experience of facilitation. ▪ **Retired social workers**, with experience in providing psychosocial services, especially CWDs, and who can also demonstrate experience in facilitation. ▪ **Community-based volunteers** employed as mentors or facilitators for similar learning by NGOs or other institutions. ▪ **AEP graduates** themselves could be supported to become programmes' facilitators.

	Where facilitators of AEPs have not yet secured a TC and fall in the alternative categories, they should receive adequate induction and training to fulfil their role. Their teaching experience must count, and be recognised, towards their acquisition of the TC. Modalities for this transition shall be established with the TSC.
Professional Background	▪ Facilitators may be existing teachers at government schools or community schools. When this is case, facilitators must commit to maintaining their existing teaching hours. ▪ When not in possession of a TC but following in one of the other categories, facilitators may also have a background in community development or social work, having completed diplomas or able to demonstrate experience in these areas. ▪ Facilitators should, as much as possible, be identified in the community where the AEP centre is established/hosted.
Values	Facilitators should have a positive attitude towards vulnerable children and young people, including girls and children with disabilities, enabling them to build a rapport and a comfortable environment in which they also feel able to discuss their experiences, free from judgement.
Age	If in possession of any education qualification other than the TC, facilitators should be 25 years old, or slightly older to enable them to connect with learners' lived experiences through greater empathy and relatability.
Sex	As much as possible, female teachers or facilitators should be recruited.

Registration and license

Registration and licensing shall follow the National Teacher Policy (2020), while accommodating flexible and innovative ways to facilitate the transition of AEP facilitators into the teaching workforce more effectively and sustainably. The registration mechanism shall make provision to differentiate between teachers in possession of the TC and other categories of facilitators who are yet to acquire this, as outlined above.

The TSC shall consider creative and innovative schemes to recognise AEPs' facilitators teaching experience in an official manner, and offer opportunities for pre-service training leading to certification, recruitment into formal schools after the AEPs and subsequent inclusion on government payrolls.

ii. Recruitment and Deployment

▪ Teachers/facilitators of AEPs shall be recruited at community level in consultation with the TSC and in in close collaboration with decentralised bodies, namely the Chiefdom Development Committee with support from the DEO and the District Council, while complying with the process outlined in the National Teacher Policy (2020), or in liaison with the TSC where programmes are delivered by non-state actors. The following aspects of the recruitment process shall be tailored to AEPs:
  - Application and shortlist criteria and tools shall be adapted to cater for different categories of facilitators, inclusive of those who do not hold a TC yet.

- The interview process carried out by the CLC or other AEP management committee, as set in the TSC recruitment guidelines in the National Teacher Policy, shall be adapted to cater for different categories of facilitators, inclusive of those who do not hold a TC yet.
- Where candidates are not TC holders or already qualified teachers and fall in one of the alternative categories above, assessments shall be carried out to ascertain the skills and competence level of candidates.
- A teacher/facilitator recruited to teach AEPs shall be appointed to a level consistent with their qualifications and experience.
- Recruitment timelines shall be aligned to the start of the AEPs so to ensure their onward alignment with the academic school year.

- Facilitators shall be deployed to CLCs or other centres hosting AEPs by informing the TSC, DEO and NFE Council. The following criteria shall be followed:
  - Once recruited to teach AEPs, teachers/facilitators shall receive an induction to their role within the AEP centre. This process shall be determined by the TSC in partnership with the Sierra Leone Teachers' Union and be adapted from the guidelines outlined in the National Teacher Policy (2022). Where AEPs are delivered by non-state actors, the process shall be coordinated with the TSC and the relevant local authorities.
  - Induction must cater for identifying, recognising and addressing aspects of teaching and facilitating that are specific to OOSCY and non-formal education context.
  - Deployment of teachers/facilitators to AEP centres shall be integrated in local planning through collaboration between the Chiefdom Development Committee, the TSC, the NFE Council and, if AEPs are delivered by non-state actors, education partners. These plans shall be informed by OOSCY projections and their distribution across the country. The District Council shall provide high-level oversight of this process.
  - As much as possible, teachers/facilitators of AEPs shall be recruited and deployed from the community hosting the AEP. Feedback from communities, including from learners, should be sought as an accountability and feedback loop.
  - Efforts shall be made to recruit female teachers/facilitators. Incentives should be considered as part of their recruitment and deployment process (see Compensation).
  - Deployment of teachers/facilitators to AEP centres could consider exploring teacher preference matching models to address challenges with allocating teachers to areas that may be harder to reach and OOSCY rates may be higher.
  - Deployment of teachers/facilitators to AEP centres must be accompanied by local planning (as executed by Local Councils) aimed at addressing basic working conditions (electricity, water, toilets) and the provision of professional development opportunities, including fast tracks or other pathways to grow in the teaching profession for those facilitators who do not hold a TC or equivalent.
  - Although teachers' mobility is a challenge in Sierra Leone, research pointed out that there are specific patterns based on qualifications level and school location. These shall be leveraged to inform deployment of different categories of teachers/facilitators, especially women, as presented above to CLCs or other AEP centres to minimise teachers/facilitators' movements.

iii.   Compensation

- Teachers/facilitators of AEPs shall receive monthly stipends.
- Stipends shall be complemented by other forms of incentives to be determined jointly by the TSC-DO and Local Councils, and non-state actors where AEPs are delivered by them (these may include improvement in basic working conditions, opportunities for professional development and training, and/or fast tracks and pathways to get teaching certificates and transition to formal teachers).
- Special attention shall be placed on identifying incentives for female teachers to support their deployment, especially in harder-to-reach areas or urban areas where the number of out-of-school girls may be higher for different reasons.

iv.   Teacher Management

- Teachers/facilitators of AEPs shall be monitored and supported in the exercise of their duties by the DLOs, or other equivalent competent personnel for AEPs run by non-state actors. The DLOs shall be accountable to both the DEOs and the TSC-DOs, who shall work collaboratively to address issues or needs for support emerging from the DLOs' monitoring functions.
- Improved mechanisms for DLOs to work collaboratively and in synergy with SQAOs should be explored, with the aim of strengthening decentralised structures and processes for teachers' management and growth in the teaching workforce and improving the quality of teaching and learning.
- Teachers/facilitators of AEPs shall be monitored, assessed, and supported on specific AE and non-formal education elements. These can be anchored to the joint Teacher Monitoring Framework and the provisions of the Teachers Performance Management and Teachers Performance Monitoring outlined in the National Performance Policy (2020). Where AEPs are delivered by non-state actors, these should align to such frameworks.
- Teachers/facilitators of AEPs shall be supported to establish systematic working relationships with School Heads and school personnel in charge of student welfare at the school level, and related counterparts in TVET, to the extent possible. Management Committees of the CLCs or other AEP centres shall be responsible for establishing coordination mechanisms among these roles to ensure smoother transition of learners to either track after graduating from the AEPs.
- Teachers/facilitators of AEPs must follow the National Teachers Code of Conduct (2020). Compliance with the Code of Conduct shall be assessed through DLOs or equivalent personnel as explained above.
- Mechanism for redress shall be implemented to manage teachers/facilitators performance in delivering AEPs.
- Safeguarding protocols shall be established in AEP centres in line with national requirements and standards. These protocols shall include formal CRMs and associated IEC materials to raise awareness with learners and communities. These shall, to the extent possible, provide multiple channels to cater for different abilities and literacy levels.

v.   Teacher Development

- Teachers/Facilitators of AEPs will receive on-the-job support from the DLOs, or equivalent competent personnel in the case of AEPs delivered by non-state actors. A

coaching model is recommended as a scheme to explore, with a coach (either the DLO or other personnel depending on needs and capacity) assigned to a cluster of AEP centres. Such personnel shall be employed at chiefdom levels in their catchment areas and report to, or have constant communication with, the DEOs. They shall:

- Conduct learning session observation and have feedback and coaching sessions with the teachers/facilitators.
- Support teachers/facilitators to carry out assessments (as set out above in the 'Assessment and Examination' chapter above), including practicing learner tracking and determining specific actions to enable their progress and/or catch up.
- Report teachers/facilitators' needs for further training, coaching and other capacity building to the DEO and TSC-DO or programmes' management, in liaison with TSC Professional Development focal persons and the NFE Directorate at the national level.

- Teachers/facilitators of AEPs shall receive training informed by the Accelerated Education curriculum and teacher guide. The following criteria shall be followed:
  - Training shall take the form of both one-off and periodic training sessions and continuous professional development activities. These should provide a blend of individual and peer-based activities, both to promote professional growth and strengthening, and building communities of practice.
  - Content shall cover curriculum and pedagogy. Basic aspects of age-appropriateness, gender-sensitive methods and inclusive practices should be covered.
  - Appraisals will be designed in partnership with the NFE Directorate, the TSC, Teachers Training Institutions and any other entities involved in the provision of continuous professional development (CPD) courses.
  - Strengthened collaboration with the School Quality Assurance Directorate shall be pursued with the aim of strengthening decentralised structures and processes for teachers' management and growth in the teaching workforce, as well as improved quality of teaching and learning.
  - Various forms of training, be it formal or informal training sessions or CPD, shall be recognised by the TSC and certified to count in promoting fast tracks into the teaching certification for teachers/facilitators who do not hold the TC.

M&E and EMIS

Monitoring and evaluation mechanisms should be put in place for AEPs and opportunities for integrating with the national Education Management Information System (EMIS) should be assessed. Data integration depends on the data the government collects on NFE programmes overall, and the degree of overlap with the formal system. Recognising such variations in delivery models, an M&E plan for AEPs should be developed collaboratively with stakeholders (including policymakers, donors, communities and others) for the given programme and context, and revised as needed over time to ensure that learning and results are captured.

Basic M&E requirement should consider:
- Setting out overarching goals: these should focus on ensuring that over-age, OOSCY complete basic education and transition into further education and / or livelihood opportunities.

- Establishing higher and medium level outcomes that focus at least on access basic education, acquire certifications, and develop basic literacy, numeracy and life skills.
- Establishing outputs that focus on: attendance, retention, learning, quality of instruction, learning environment, governance and accountability.

i.   Targeting

AEPs should set their targets based on the established learning outcomes for learners. The steps below should be factored into the development of the M&E plan.

Mapping targeted learners

OOSCY who are reportedly or suspected to be of school age and are not attending school shall be mapped according to the following criteria:
- Approaches and tools to conduct mapping are to be developed jointly by the Education Data Working Group, the NFE Directorate and the NFE Council. Resources include household surveys such as the Annual School Census (ASC), MICS and Citizen-led Assessments. Such approaches and tools shall be devised in consultation with de-centralised bodies at district and chiefdom level, such the DEO, the Chiefdom Development Council, and the Paramount Chiefs Council.
- Provisions shall be made to identify and track down marginalised children and youth, including young and/or lactating mothers, girls and children with disabilities, and young girls who are married. Such procedures shall be decided in consultation with Child Welfare Committees.
- Mapping procedures shall be coordinated with the EMIS Unit of the MBSSE and systems to record data shall be devised.

Assessment and Placement

Once mapping is completed, baseline competence and skill levels are to be assessed by CLC or AEP Centre Committees through standardised tools to determine their entry levels in the programmes. Such assessment shall be developed as outlined under the 'Assessment and Examination' chapter above.

Further assessment should be carried out to understand the learner profile:
- Teachers/facilitators should discuss with the learners and their households what are the main barriers to participating in AEPs, to gain a deep understanding of the factors that drove drop-out or kept them out of school.
- Individualised learning support plans that capture learning gaps and other needs, with proposed strategies and actions to address them, should be informed by such assessments.
  - These plans shall be determined jointly with the learners and their household members (including caregivers/parents and/or husbands or partners) to ensure support to and mitigate backlash and harm towards learners, especially girls, as they attend the AEPs.
  - The plans shall include practical actions that the school, CLC or AEP Centre Committees and community members can take to minimise barriers, especially to more

vulnerable learners. This shall include provisions for learners with disabilities and young/lactating mothers.
▪ Introductory-level courses for learners who may have never been to school should be provided to help them start the programmes at the same time as their peers.

Following such assessments, centres hosting AEPs should:
▪ Provide learners with a Learner ID. EMIS, the NFE Directorate and the NFE Council shall work collaboratively to explore the most effective way to equip OOSCY enrolled in AEPs with such identification.
▪ Place learners to the designated level of the programme, as informed by the outcome of the learners' baseline assessment.

ii.   Systematic monitoring

A simple monitoring plan is needed to evaluate the progress by AEPs and contribute to national achievements for OOSCY.

Monitoring implementation and progression

Indicators	▪ A set of SMART indicators should be established by all AEPs in Sierra Leone. At a minimum, the data below are recommended should be collected by all AEP providers:
	  - % of over-age, OOSCY in the catchment area who enrol in the AEP.
	  - % of AE learners who complete the last level of the AEP.
	  - % of AE learners who drop out of the AEP.
	  - % of AE learners who pass the primary/basic leaving examination upon completion of the AEP.
	  - % of AE learners attaining minimum grade-level proficiency in reading and mathematics.
	  - % of AE learners who attest to an understanding of life skills.
	▪ The indicators above should be disaggregated by sex, age, disability and (as much as possible) by marginalization factors. Programmes may adapt and contextualise the indicators as needed whilst ensuring they remain useful for comparison across programmes.
	▪ Indicators about access to SRH/FP commodities and services for maternal health should be collected at specific times and built in the plan to the extent possible.
	▪ Linkages with the GBVims could be built, to ensure that OOSCY enrolled in AEPs do receive GBV support, and data for appropriate tracking and continuous care is properly and safely kept.
	▪ A combination of quantitative and qualitative indicators could be collected at certain intervals, depending on feasibility, covering, for example::
	  - Quality, safety and inclusiveness of learning environments.
	  - Quality of instruction.
	  - Teachers' management, training and development.
	  - Community support.
	  - Equity (indicators that look specifically at the gap in completion rates between girls and boys).

	- Alignment with and support by local and national government. ▪ The number of indicators should be kept to a minimum. Fidelity of implementation can also be used to monitor outputs and lower-level outcomes.
Monitoring Plan	A Standard Monitoring and Reporting Plan should be designed including: ▪ Indicators and their calculation. ▪ Disaggregation criteria. ▪ Data Collection Plan (data collection tools, frequency of data collection, and who is responsible). ▪ Data Analysis and Use Plan (plan for analysis, reporting and dissemination and use). The Plan should always include activities to: ▪ Collect and analyse data on costs for implementing AEPs, broken down per programme dimension/component. ▪ Conduct research to determine cost projections to scale up and sustain AEPs (see section Financing and Budget). ▪ Feedback and accountability mechanisms: these should include tailored, child-friendly, inclusive and safe channels for seeking feedback from learners. ▪ The same channels must be established at chiefdom level for community stakeholders and leaders, leveraging and expanding existing initiatives (e.g., One Tablet initiative for Paramount Chiefs).
Reporting	▪ A simple and standardized tool for AEPs should be designed by the EMIS Unit, in collaboration with the NFE Directorate, covering the minimum information below: - Programme description, with detailed explanation of the grades covered, schedule and dosage (length, period duration, number of days per week). - Minimum indicators recommended above. - Cost information. ▪ These tools should be mandatory for all AEPs. Funders of AEPs should be asked to sign-on and require their completion in programmes they fund. ▪ The EMIS Unit should oversee processing and producing reports, using school and AEP data on OOSCY.

Monitoring Transition

▪ AEPs are encouraged to collect data on transition, as a minimum to one year after graduation from the programme. This is helpful to build an evidence base for AEPs and increase the robustness of data about Sierra Leone's progress towards national learning and education objectives.
▪ Funders are encouraged to request transition data, as explained above, as part of their conditions for financing or resourcing AEPs.

FINANCE AND BUDGETING

In Sierra Leone, AEPs are financed through a mix of Government of Sierra Leone resources and funds provided by external donors on a pilot or project basis, with substantive differences in the amounts, scale and modalities of that financing. Although many AEPs are financed by partners, all interventions involve costs to the Government, at the very least in terms of labour, or opportunity costs, or in-kind contributions. To support the development of robust and efficient AEPs, evidence on costing, funding and budgeting is required. To tackle this challenge, AEPs in Sierra Leone are encouraged to meet the practices below:

- When funding AE curriculum development (be it creation, review, or revision), sufficient time (one-to-two years) and budget, and long-term technical expertise should be provided.
- AEP classes should be free and there should be no fees for uniforms or materials.
- AEP should be designed and implemented with support and endorsement of local communities, to ensure that locally driven solutions are promoted to respond to gaps or needs at community level. Child Welfare Committees, Village Development Committees, or any other community-based structure, shall be actively engaged in the set up and monitoring of AEPs.
- Teachers/facilitators should receive fair and consistent payment on a regular basis, in line with the relevant education authority or other implementers, and commensurate with the hours they teach.
- AEP designs could consider complementary strategies to support AEP graduates who return to formal school after they complete AEPs, to mitigate risks of re- drop out.
- AEPs funding should sustain minimum standards for infrastructure, staffing, supplies, supervision and management.
- Costs should be broken down by programme element (such as maintenance of facilities, learning materials, teacher professional development, teacher compensation, etc) so that the MBSSE can assess and evaluate how to take AEPs on in the future.
- AEPs should include exit strategies in their design that include plans to support financial sustainability of provisions made.
- Research on costs should be part of AEP Monitoring & Evaluation plans for collecting and maintaining extensive information for both monetary and in-kind costs.
- AEPs should be anchored in national and sub-national (district level) budgets. Recognising that costs for interventions specifically targeted at OOSCY are not systematically built in budgeting, it is recommended that the MBSSE and Ministry of Finance collaboratively work to provide allocations to these, and cascade down necessary guidelines for implementation at the district-level.
- Recognising that achieving integration in national budgets is a longer-term effort, a combination of Government funds and international aid should be sought to help areas with children that the formal education system cannot reach.
.

1.3.2. Catch-Up Programmes

GOALS

i. Objective

The goal of Catch-Up Programmes is to support OOSCY who faced a temporary challenge to transition back into the education system in a timely way and minimise risks of longer-term learning disengagement that may lead to permanent school leaving.

ii. Expected Outcomes

- Learners recover literacy, numeracy and life skills, competences and knowledge taught in a specific school grade that are required at the exit point of their cohort, and that they have missed while out of the education system.
- Learners re-enter the education system at the designated grade.
- Learners are equipped with the grade-level skills, competences and knowledge to transition to the next grade or level in the education system.

iii. Target learners

- 9-18 years old
- Previously enrolled and attending school at any grade from Primary to Secondary level AND
- Dropped out of school for a term or no more than one year or 18 months.

Transition back into to School Education (Primary to SSS) at any grade as appropriate.

Children and young people within the age range and meeting the education status are to be identified through the steps as outlined under M&E and EMIS.

CURRICULUM AND CALENDAR

The curriculum for Catch-up Programmes shall be based on the grade-specific content and learning objectives that have been missed by the learner in one year outside the school system. The catch-up programme should be for no more than one year and provide grade-specific content equivalent to one academic year.

The curriculum for Catch-up Programmes shall cater for the following needs:

Learning	Follows the revised basic and secondary curriculum.

Objectives	Prepares learners for re-entry to the formal system at the grade subsequent to the one covered in the programme.

Contents	The revised national primary and secondary curricula shall be used in Catch-Up Programmes. A dedicated, prescriptive Teacher Guide per grade shall be developed to guide teachers on delivering missed out content to learners.
	Competences and knowledge for each grade for the academic year that has been missed, including Social and Emotional skills. The new Life Skills framework shall be integrated in the Teacher Guide as a strategy to support social and emotional competence acquisition,
	Adolescent Health and Life Skills education should be included in an adapted form in the Teacher Guide.

Dosage	The same guidelines as for AEPs apply.

Schedule	The same guidelines as for AEPs apply. Schedule session plans to run in tandem with the academic year, and allow learners to enter the academic year following the one they missed after graduating from the catch-up programme, or pass the required examination to transition to the next level of education at the start of the school year.

ASSESSMENT AND EXAMINATION

Learning assessments are to be undertaken at the start, during and at the end of the Catch-Up Programmes and shall follow the same guidelines as for the AEPs, with the following specific requirements:

- Assessments shall be informed by the National Qualifications Framework and designed, implemented and reviewed under the oversight and technical leadership of the National Assessment Services Authority (NASA).
- Assessment shall be designed to be in line with the national Basic Education Framework and Secondary Education Framework, including the same provisions as for AEPs. At the beginning of the programme assessments should enable School Management Committees and teachers to assign the learner to the appropriate catch-up grade, determining the grade the learner should re-enter at the end of the programme.
- At the end of the programme, a final assessment should serve as an official validation for re-entering the formal education system at the designated grade, including to apply for certifications to pass on to the next grade of formal education (NPSE, BECE or WASSCE).

CERTIFICATE AND TRANSITION

Learners completing Catch-Up Programmes must be provided with a form of certification that is officially recognised by schools and accepted to re-enrol the learners to school at the grade after the one that was missed.

The certificate should indicate that the learner has acquired the competences and knowledge corresponding to a certain grade.

The certification process shall be established jointly by the NFE Directorate and the WASSCE council.

The same Guidelines for AEPs apply to support a smooth return to school for learners who complete Catch-Up programmes.

PEDAGOGY

i.   Pedagogical approaches and methods

Catch-up Programmes shall adopt pedagogical approaches and methods that recognise the additional and intersecting challenges that OOSCY face and that may turn into longer-term barriers to learners' retention and progression through the education system. The following criteria must guide the choice of the most appropriate pedagogical methods, and inform training and capacity-building plans for teachers:

Language	The official local language shall be the one used at the grade taught in the Catch-Up Programme. The local language should be used to support learners who may be struggling.

Levelling and focus	The same Guidelines for AEPs apply.

Aims	Facilitate the acquisition and development of core competences and knowledge that are required to return to school at the designated grade after the academic year covered by the catch-up programme, or pass the appropriate examination to transition into the next level of education.
	Facilitate the acquisition of social and emotional skills, as per the Guidelines for AEPs.

Inclusion	The same Guidelines as for AEPs apply.

.

ii.   Learning Environment

Catch-Up Programmes shall be delivered in schools or other existing education institutions. These can also be CLCs. Teachers and administrators in their respective capacities are required to create a physically-, socially- and emotionally safe and conducive learning space in the classroom. The same guidelines as for AEPs should be followed.

TEACHER SOURCING AND DEVELOPMENT

Guidelines for teachers/facilitators' sourcing and development for Catch-Up Programmes follow the guideline for AEPs.

M&E and EMIS

Guidelines for M&E standards for Catch-Up Programmes follow the Guidelines as for AEPs.

FINANCE AND BUDGETING

Guidelines for Finance and Budgeting standards for Catch-Up Programmes follow the Guidelines as for AEPs.

SECTION 3 – ACCOUNTABILITY, ROLES AND RESPONSIBILITIES

The MBSSE and the Non-Formal Education Council shall be responsible for guiding and overseeing the implementation of accelerated education services. Institutional governance will be managed and based as in the table below.

Service	Who is responsible	What are they responsible for
Accelerated Education	CLC Management Committees if AEPs are hosted in CLCs. If AEPs are implemented in spaces other than dedicated CLCs, where these do not exist yet, Management Committees shall include representatives of learners, caregivers/parents, centres' administrators and	Identifying, tracking, placing and enrolling OOSC in the centres. Facilitating and regulating the re-enrolment of learners in school or TVET. Adapting and rolling out SOPs for managing the centres. Maintaining data and linkages with the EMIS.

		schools' principals, where appropriate.	Establish linkages and networks with various stakeholders.
			Leading on community engagement and sensitisation about the value and scope of AEPs.
		DLO	Oversee integration of learners in school or TVET.
			Conduct periodic monitoring on the implementation status of AEPs.
			Provide support and professional development to teachers and/or facilitators of AEPs.
		TSC	Oversee compliance with national teaching policies.
			Facilitate AEP teachers/facilitators' recruitment, deployment and professional development.
		Deputy Director - DEO	Oversee compliance with national education policies and regulations.
			Work with the TSC, the Paramount Chiefs Council, and the NFE Council to support AEP teachers/facilitators' recruitment, deployment and professional development.
			Collect, organise and report data about AEPs to the EMIS and central level.
		Community structures: Village Development Committees and/or Child Welfare Committees, and members of the GEM, linking up with Community Health Workers, Social Workers and Family Support Units	Contribute to the design, set up and implementation monitoring of AEPs at community level, including recruitment of facilitators.
			Support with localised solutions to tackle gaps and implementation challenges. Act as a referral mechanism for psychosocial, protection and health support services that learners may need.
		NFE Council	Oversee the design, set up and implementation monitoring of AEPs at district level.
			Coordinate, liaise and report to the District Council on the set up and

		implementation of AEPs in all their components, including recruitment of facilitators.
	Chiefdom Development Committee and Paramount Chiefs Council	Support and provide necessary inputs to the NFE Council from the chiefdom level.
	District Council	Oversee and steer resource mobilization, budgeting and planning to allocate appropriate resources to AEPs at district level.
Catch-Up	CLC Management Committees if Catch-Up programmes are hosted in CLCs. School Management Committees if Catch-Up programmes are hosted in schools. .	Identifying, tracking, placing and enrolling OOSCY in the Programmes. Facilitating and regulating the re-enrolment of learners in schools. Maintaining data and linkages with the EMIS. Establish linkages and networks with various stakeholders.
	DLO/SQAO	Oversee integration of learners in school. Conduct periodic monitoring on the implementation status of Catch-Up Programmes. Provide support and professional development to teachers and/or facilitators of Catch-Up Programmes.
	TSC	Oversee compliance with national teaching policies. Facilitate Catch-Up Programmes teachers/facilitators' recruitment, deployment and professional development.
	Deputy Director – DEO	Oversee compliance with national education policies and regulations. Work with the TSC to support Catch-Up Programmes teachers/facilitators' recruitment. Collect, organise and report data about Catch-Up programmes to the DEO and central Government levels.
	Local Council	Oversee and steer resource mobilization, budgeting and planning to allocate appropriate resources to Catch-Up Programmes at the chiefdom level.

SECTION 4 - RISK AND MITIGATIONS FOR IMPLEMENTATION

The table below provides a high-level overview of major risks associated with designing and implementing Accelerated Education services in Sierra Leone and recommendations for strategies that can mitigate such risks.

It is important to note that these considerations are mainstreamed in the Guidelines under each dimension, both of AEP and Catch-Up Programmes, and addressed in detail for each dimension, per type of programme. Users of the guidelines are encouraged to refer to the specific dimension of interest to find relevant considerations about risks.

This section provides a concise summary of high-level risks that can guide design and set up of these programs by the MBSSE and non-state actors.

Type	Risk	Mitigation
Macroeconomic risks	Inherent risks include reduction in fiscal capacity of the Government due to global economic disruption and slowdown and, as a result, potential depletion of resources for education to support other priority areas. This could potentially undermine reform efforts in the sector and the overall reduction in resources would affect the delivery of education services across all forms of education.	The proposed standards for Finance & Budget accommodate a mixed and diversified pool of resources to allocate to AE services, combining investments from the Government of Sierra Leone, partners and donors. This will enable greater capacity to cope with and respond to economic constraints. The Guidelines also emphasise recommendations to leverage locally-driven solutions to maximise resources and likely favourable outcomes.
Technical capacity	Provision of AE services to OOSCY requires specific technical knowledge of and experience in recognising and addressing the intersection of heightened vulnerabilities that they face. This requires understanding of the additional complexities of their education, protection, health and wellbeing. Whilst the rich range of AE in Sierra Leone is a source of learnings and an important contribution to national development efforts, these continue	Guidelines have been designed to ensure a high degree of adaptability to local situations, gaps and opportunities to enable targeted solutions. The Guidelines emphasise approaches with built-in training, capacity building, and technical assistance. They also have a focus on capitalising on existing resources (in terms of personnel and synergies with other programmes and initiatives) and lessons learned from

	to be limited in capacity and are often implemented in siloes with no standardised quality framework.	programmes implemented by the MBSSE and non-state actors.
Institutional capacity for implementation and sustainability	Constrained institutional capacity for implementing AE services may adversely affect standards set out by the Guidelines, which will require coordination and capacity development support to the MBSSE and other key bodies to mitigate any implementation risks.	The Guidelines set out very clear roles and responsibilities that aim at strengthening governance arrangements both at the central and decentralised levels, including through enhanced coordination mechanisms between and within these levels. An emphasis on community structures' roles and engagement in governance will also reinforce accountability and effective delivery.
External disasters and emergencies	Sierra Leone is a disaster-prone country, and is exposed to a high degree of vulnerability to environmental disasters and public health emergencies, sometimes accompanied by political instability. This compound may affect the provision of AE services, if critical resources need to be shifted to emergency response and crisis management.	Sierra Leone has long-standing experience in setting up emergency response mechanisms that can be quickly activated. The Guidelines set out clear roles and responsibilities that can support the establishment of dedicated task forces. Emergency and post-emergency contexts are times when AEPs are most needed. These Guidelines represent a mitigation tool *per se* in addressing the heightened risk of curtailed education in these times.

SECTION 5 - CONCLUSION

Education systems are under unprecedented strain as growing conflict, civil violence, climate fragility, population movements and the long-term impact of the COVID-19 global pandemic challenge their resilience and capacity to meet the needs of two billion children in the world. National education policymakers are, therefore, grappling with critical decisions on how to serve particularly the most marginalised learners. AEP have emerged as an important alternative education route for OOSCY who have not been reached effectively by formal schools, and for displaced children and young people who have fallen behind while on the move. Government AEP policy actions can improve access and learning, both in emergencies and more broadly, for OOSCY[15].

---

[15] Education.Org (2022), Seering Through Storms: Five Recommendations for Education Leaders to Close the Learning Gap in Times of Crisis

Sierra Leone is making significant strides to radical inclusion in and through education, in a context where rates of OOSCY remain high. AEP represent have emerged as an important strategy to providing alternative education to these children and youth. Sierra Leone's AEP demonstrate that they help to increase and improve transition and completion rates of children who are considered at high risk of dropout[16]. AEP interventions, and in particular girls' focused programmes, have demonstrated to be largely successful in providing OOSC with the required literacy and numeracy skills to reintegrate back into formal education and pass official exams, demonstrating the impact that AEP can have in rural deprived and extreme poverty zones of the country.

These interventions have also been found to have a positive influence on the lives of out-of-school girls, leading to increased self-sufficiency and self-reliance, and influencing their attitudes towards education.

These AEP Guidelines are a critical instrument to support national education policymakers and education partners in Sierra Leone to make critical choices regarding AEP based on rigorous evidence synthesis. The moral and economic imperative to reach the most marginalised children and young people underscores the importance of sharing and applying this knowledge in Sierra Leone.

---

[16]

Dalan Development Consultants (2023), IDRC – GPE KIX Study, Increasing Access to Quality Education for Rural and Marginalised Children in West Africa— Enhancing the impact of Accelerated Education and Girls Focussed Programmes: Effectiveness of Accelerated Education Programmes in Sierra Leone, Sierra Leone Literature Review

References

Accelerated Education Working Group (AEWG) (2017), Accelerated Education Definitions

Alasdair Mackintosh, Ana Ramirez, Paul Atherton, Victoria Collis, Miriam Mason-Sesay, and Claudius Bart-Williams (2020) Education Workforce Costed Options Paper, Education Commission

Associates for Change (2022) Summit, U. T. E. Position Paper: Accelerated Education Programmes (AEPs) in Addressing the out-of-school challenge in West Africa: towards achieving Basic Learning, and Skills for Life

Dalan Development Consultants (2021), IDRC – GPE KIX Study, Expanding the Evidence Base on the Out-Of-School (OOS) Incidence in Sierra Leone: Key findings from the Mapping Survey in Three Districts in Sierra Leone

Dalan Development Consultants (2023), IDRC – GPE KIX Study, Increasing Access to Quality Education for Rural and Marginalised Children in West Africa— Enhancing the impact of Accelerated Education and Girls Focussed Programmes: Effectiveness of Accelerated Education Programmes in Sierra Leone, Sierra Leone Literature Review

Education.Org (2020), Accelerated Education Programmes: an Evidence Synthesis for Policy Leaders

Education.Org (2023), Steering Through Storms: Five Recommendations for Education Leaders to Close the Learning Gap in Times of Crisis

Education.Org (2022), The Post-COVID Recovery Imperative: Five Essential Leadership Lessons for Closing the Learning Gap

Global Education Monitoring Report Team (2020), Gender Report, A new generation: 25 years of efforts for gender equality in education

Government of Sierra Leone and World Food Program (2022) Sierra Leone Food Security Monitoring System Report

GPE (2023) Blog: Leaving no child behind: 8 education ministers commit to foundational learning to transform learning for all

Kaffenberger, M (2021), Modelling the long-run learning impact of the Covid-19 learning shock: Actions to (more than) mitigate loss

IIEP-UNESCO, UNICEF (2020) Republic of Sierra Leone: Education sector analysis: assessing the enabling environment for gender equality

IDRC – GPE KIX Study (2022), Increasing Access to Quality Education for Rural and Marginalized Children in West Africa— A Comparative Study of Accelerated Education and Girls Focused Programmes in Ghana, Nigeria and Sierra Leone

Ministry of Basic and Senior Secondary Education (2021), Examination Results

Ministry of Basic and Senior Secondary Education (2019), Annual School Census Report

Ministry of Basic and Senior Secondary Education (2022) Radical Inclusion Policy Baseline Study Report

Ministry of Basic and Senior Secondary Education (2021) OOSC Study Sierra Leone

Nuwabaine, L., Sserwanja, Q., Kamara, K. et al. (2023) Prevalence and factors associated with teenage pregnancy in Sierra Leone: evidence from a nationally representative Demographic and Health Survey of 2019. BMC Public Health 23, 527

Save the Children International (2022) Safe Back to School: Sierra Leone

Statistics Sierra Leone and ICF (2019) Sierra Leone Demographic and Health Survey 2019: Key Indicators, Freetown, Sierra Leone and Rockville, Maryland

UNESCO Institute for Statistics (2022), Global Education Monitoring Report Team, New estimation confirms out-of-school population is growing in sub-Saharan Africa

UNESCO Institute for Statistics, Global Education Monitoring Report Team (2021), SDG 4 data digest 2021: national SDG 4 benchmarks: fulfilling our neglected commitment

UNESCO (2020), UNESCO COVID-19 education response: how many students are at risk of not returning to school? Advocacy paper

UNICEF (2012) Sierra Leone Statistics

UNFPA (2018) Recovering from the Ebola Virus Disease: Rapid assessment of pregnant adolescent girls in Sierra Leone

Wenham C, Smith J, Morgan R, et al. (2020) COVID-19: the gendered impacts of the outbreak. Lancet, 395:846–8

World Food Program (2020) Emergency Food Security Monitoring System: Measuring the Impact of Covid-19 on Food Security and Vulnerability in Sierra Leone

World Bank (2021), Government Expenditure on Education, Sierra Leone https://awokonewspaper.sl/improving-education-22-le-1-7tn-of-national-budget-allocated-to-education-for-2022/

World Bank (2012) World Development Report, Gender Equality and Development