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## **Executive Summary**

Changes in technologies have always caused changes in the whole society. It happened in the times of steep industrial development, and it is happening nowadays, along with the development of information-communication technologies. The area of education has also been part of the whole-society changes. The basic change to be implemented in education is truthfully expressed as follows: *“The uneducated of the 21st century will not be those who cannot read and write but those who cannot learn unlearn and re-learn.”*

To fulfil the idea above, we need a new approach to the implementation of education, as well as a new model of educational institutions. The educational process, the way it has existed up to now cannot bring a different result of education. In general, the basis for the implementation of changes is creating a new business model. Although the notion ‘business model’ has not been used by educational institutions and the meaning of the term ‘business’ is not possible to connect with its meaning in production enterprises, this kind of approach is necessary from the viewpoint of the changes in education and the implementation of information-communication technologies.

The scope of this business plan covers the establishment of educational institutions in all levels of education in different communities in Sierra Leone. It also covers the upgrade of the already existing educational institutions which are of poor standard. Adult education and technical and vocational education will also be introduced. Teaching and learning materials to all levels of education will be made available

## **Introduction**

The role of education in facilitating social and economic progress has long been recognized. Education improves functional and analytical ability and thereby opens up opportunities for individuals and also groups to achieve greater access to labor markets and livelihoods. A better educated labor force is essential if we are to meet the labor supply requirements of faster growth. Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life. The population growth of Sierra Leone has increased tremendously over many years, yet the labor is projected to grow just by 2% due high rate of illiteracy in the country.

Skills and knowledge are the engines of economic growth and social development of any country. Countries with higher and better levels of knowledge and skills respond more effectively and promptly to challenges and opportunities of globalization. Sierra Leone is in transition to a knowledge based economy and its competitive edge will be determined by the abilities of its people to create, share and use knowledge more effectively. This transition will require Sierra Leone to develop workers into knowledge workers who will be more flexible, analytical, adaptable and multi skilled. In the new knowledge economy the skill sets will include professional, managerial, operational, behavioral, inter personal and inter functional skills. To achieve this goals, Sierra Leone needs flexible education and training system that will provide the foundation for learning, not only basic education but also secondary and tertiary education and to develop required competencies as means of achieving lifelong learning

## **Our Vision and Mission**

Our vision is a highly educated society in which opportunity is more equal for children and young people no matter what their background or family circumstances. We will do this by supporting government to raise standards of educational achievement and closing the

achievement gap between rich and poor. We are committed to transforming our education system so that all children, regardless of their background, thrive and prosper.

Over recent years our country has fallen behind in international league tables of educational performance compared with other countries. In the 2020 Performance in International Student Assessment (PISA) survey, we fell in science, literacy and mathematics. We must help our country to reverse this trend in order to improve social mobility and to equip our school leavers to compete with their peers across the world. We are to support government approach to reform has been shaped by the features of the highest performing school systems internationally and looks to the very best teachers and head teachers in this country to play a leading role beyond their own school.

### **Our mission**

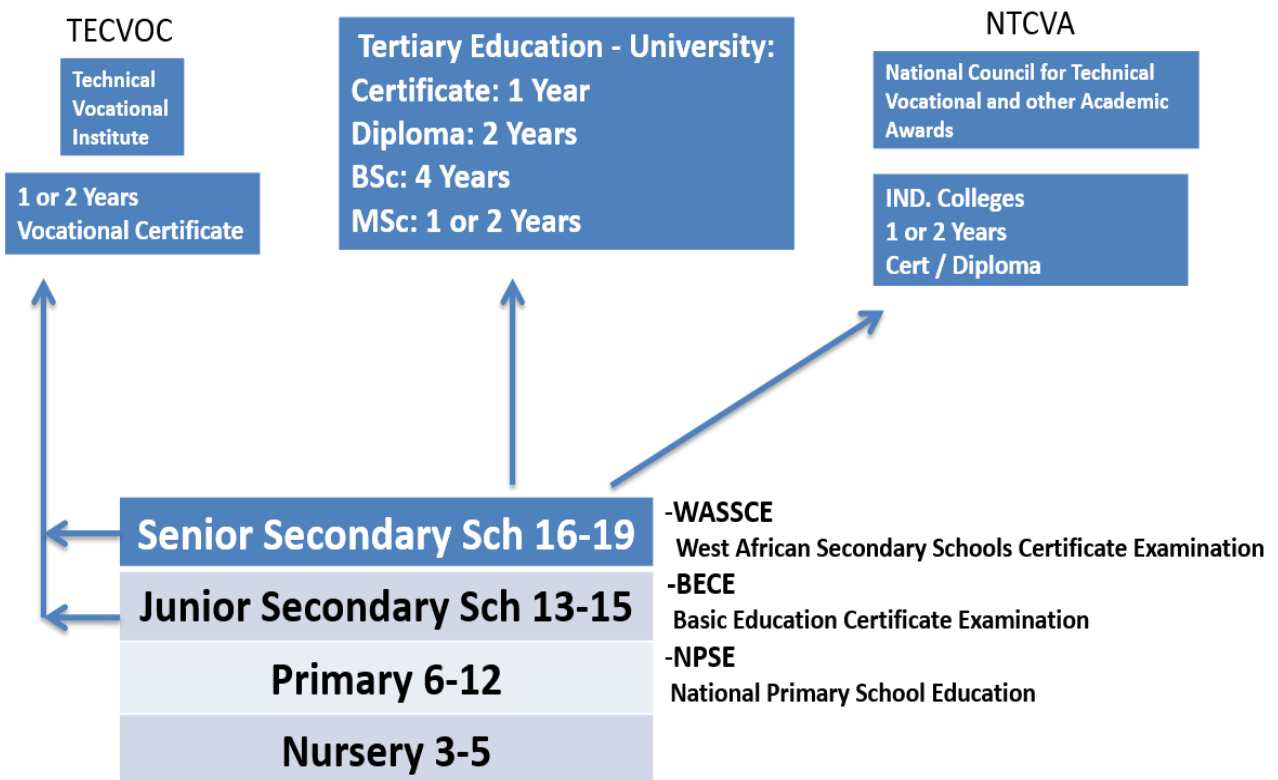
- 1. Increase the number of high quality schools and introduce fair funding**
  - a) Increase the number of Academies
  - b) Introduce new Free schools
  - c) Introduce new University Technical College
  - d) Introduce a new pupil premium for disadvantaged pupils
  - e) Reform the complex funding systems for schools revenue and capital funding
- 2. Train and develop the professionals who work with children**
- 3. Improve support for children, young people and families, focusing on the most disadvantaged.** Help children to fulfill their potential, by supporting families and focusing support on improving the lives of the most vulnerable children

### **Educational System in Sierra Leone**

The present educational system in Sierra Leone mainly comprises Pre-primary (Nursery) Education, Primary Education, Junior Secondary Education, Senior Secondary Education and Higher Education or Tertiary Education.

According to the Educational Act, 2004, the educational system in Sierra Leone is termed as the 6-3-3-4 system of education which made certain important innovations in the School Curriculum. One of the main objectives of this system is to give the best education to every pupil according to his/her ability and interest and to minimize dropping-out and failure. Every child should have a place regardless of his or her ability. The 6-3-3-4 system of education means the pupil will spend six years in primary school (classes 1-6), three years in Junior Secondary school (JSS 1-3 ), three years in Senior Secondary School ( SSS1-3 ) and four years in the University or College.

Depending on the faculty, graduation in tertiary education in Sierra Leone can take three to five years. Post graduate courses are generally of one to two years of duration. After completing post-graduation, scope for doing research in various educational institutes also remains open.



### **a) Pre-primary School Education.**

Pre-primary education is the education given to pupils between the ages of three and six years in kindergarten or nursery schools. Although optional and outside the formal system, preprimary education is recognized and supported by Government because of its use in preparing children for primary education by–

- enlarging and enriching their use of language and giving them other communication skills;
- furthering their acculturation into the values and mores of their society;
- enlarging their social awareness beyond the confines of their family and helping them to relate to people other than those in their homes;
- refining their manipulative skills in such basic areas as eating, dressing and bowel movements and developing their control over their bodies in order to accelerate the learning process during formal schooling.

### **b) Primary School Education**

At the age of six or above, a child will enter the primary school level for a period of six years. The syllabuses and curriculum are all designed to take six years to complete the primary school level. The pupils who have successfully completed the six years in the primary school level will take the National Primary School Examinations (NPSE) conducted by the National Examination Council (NEC).

Primary education shall consist of full-time formal schooling which children receive for six years from age six to twelve. Primary education gives children early structural cross cultural socialization opportunities and an elementary introduction to those fundamentals necessary to produce individuals able, at a basic level, to improve and enrich their own circumstances and to contribute meaningfully to life in their community and thus to its development.

At the end of six years ( i.e class six), all children shall take the National Primary School Examination (NPSE) which shall be conducted by the West African Examinations Council, the result of which shall be used for Junior Secondary School placement purposes.

### **c) The Junior Secondary School Education**

Junior Secondary School (JSS) constitutes the three years of schooling after primary school and forms part of the formal basic education in Sierra Leone. The purpose of Junior Secondary School is to provide a broad based, general education in preparation for senior secondary schooling, technical and vocational education or for the world of employment or self-employment. At the end of the three-year programme, pupils will take the Basic Education Certificate Examination (BECE).

### **d) Senior Secondary School Education**

Senior secondary schooling is for students who have completed the Junior Secondary School course and obtained the required BECE grades. There are two kinds of Senior Secondary Schools, strategically placed throughout Sierra Leone:

- i) General Senior Secondary School** which operates a comprehensive curriculum
- ii) Specialist Senior Secondary School** caters for pupils whose interests and aptitudes are for such specialized subject areas as Science and Mathematics, Technology, the Liberal Arts or Business Studies. It is also called Technical and Vocational Senior Secondary Education.

At the end of the Senior Secondary School course, pupils will take the West African Senior School Certificate Examinations (WASSCE) based on the West African Examinations Council examination syllabuses

### **e) Technical and Vocational education**

Over the years, Sierra Leone has developed a strong academic tradition whereas Technical education has been seen as an inferior option. Sierra Leone came to be known as the 'Athens of West Africa', with students and scholars coming from all over sub-Saharan Africa to Fourah Bay College (FBC), the first university in West Africa (Paracka, 2003). The eminent educational tradition in the country was characterized by an elitist nature, following a British grammar school style, with subjects including Greek, Latin, and Bible history, for example (Sumner, 1963).

In the course of their educational history, Sierra Leoneans began to perceive that educational advantage was essential in achieving higher social, political and economic status. As a result, they came to prefer academic education to technical training, although the relevance of such education was doubtful to the majority of children who lived in rural areas. Indeed, when the British tried to introduce vocational and technical subjects, the pupils and their parents opposed the idea, considering that they would be taught inferior subjects and remain in subordinate positions (Corby, 1990).

Following the end of the decade-long conflict in 2001, policy-makers and donors used basic Technical and vocational education as a central tool to help young people acquire sustainable livelihoods in the post-conflict society. Most immediately, Technical and Vocational education was used to assist the Disarmament, Demobilization and Reintegration process of ex-combatants to give them alternative ways to build livelihoods in peace, which were not embedded in conflict or in the war economy (Paulson, 2009). The educational system was also reformed after the conflict and in order to raise the status of Technical Vocational Education Training (TVET), a TVET track equivalent to the academic track was created. The TVET track was also standardized by means of the national qualifications which may be acquired at the end of the training (World Bank, 2007). As a result, enrolment in TVET is reported to have expanded rapidly after the war, with more than 31,000 students enrolled (Peters et al., 2009). Most of these students are anxious to enter Technical University to pursue higher technical education but absolutely there is no Technical university especially in the Northern part of the country.

A key factor in addressing the unemployment problem and shortage of manpower for the labor market is the prioritization of Technical and Vocational Education in the country. An analysis of TVET and Tertiary education in the country points to a disturbingly poor quality of learning conditions and learning outcomes, as well as an outdated curriculum with low relevance to the labor market. These issues have been addressed in a comprehensive and coherent manner, including the development and implementation of a holistic National Technical policy that brings together the formal Technical (including Tertiary) and non-formal Technical education and training. Technical Education is a structured system aimed at providing students/trainees



with the necessary knowledge and skills to exercise a profession for employment and self-reliance.

Increasing youth employment is one of the government's priorities. In this regard, Technical education can serve as a vehicle to accelerate youth employment, empowerment and poverty alleviation. National and international development partners have not shown strong commitments to Technical related youth employment and development programs. Thus, Government is looking out for private investor to invest in technical education in the country.

Several existing Policies, Acts and Plans have addressed issues of Technical and vocational education: the Constitution of Sierra Leone 1991; the Tertiary Education Commission Act (TEC) 2001; the National Council for Technical, Vocational and other Academic Awards (NCTVA) 2001; The Polytechnic Act 2001; the Education Act 2004; the Education Sector Plan (ESP) 2007-2015; the Local Government Act 2004 and the National Youth Policy 2003. In all these, the emphasis is on self-reliance and actualization for the development of the economy through Technical and vocational education in all areas of urgent need especially in Agriculture, Industry and Commerce. These Acts largely recognized the role of the private sector initiative in the form of financial contributions, skills training and employment creation.

The Education Act 2004 is one of the key legislative instruments that address Technical education issues. It provides for the structure of the 6-3-3-4 education system including Technical and vocational Education, adult and non-formal education as well as the control of education and training. The Act further makes provision for the function of local Community Education Centers "with a view to providing a place of learning and skills acquisition for children and adult learners" primarily for the promotion of functional literacy and post-literacy activities . The Education Act 2004 makes provision for National Council for Technical and Vocational Education (NCTVE) as a body to run and coordinates technical and vocational education in the country; and the Tertiary Education Act of 2020 makes provisions for Technical University Education as an engine for national growth.

#### **f) Tertiary or University Education**

Tertiary Technical education has become very important due to the development of science and technology in the world. The Technical University will address the social and economic needs of not only in Sierra Leone but the African region as a whole and will engage in industry-focused research. It will focus on Science and technological programs that are vocationally and professionally oriented.

The National Strategy for Higher Education to 2030 made recommendations for the creation of technological universities and the process and criteria for designation as a technological university were set out in the 2012 landscape document.

Technical University will also be expected to play a pivotal role in facilitating access and progression particularly through relations with the further education and training sector in Sierra Leone with special reference to women and youths

There are many experts who have retired from government owned educational institutions but not tired, in different technical fields in Sierra Leone who are ready to work as University Lecturers but no such jobs are available for them as of now. Therefore, with an establishment of technical institutions such experts will be utilized as lecturers to transfer their expertise to students.

Technical Education is a useful way to provide the skills necessary in a changing economic context, thereby promoting economic development (World Bank, 2010; United Nations Educational, Scientific and Cultural Organization (UNESCO), 2012).

Secondly, it is considered to provide opportunities for training to marginalized youths, increase their employability, and ultimately address unemployment issues and promote social equity.

Sierra Leone has no Technical University even though there are very few Technical Institutes and Polytechnics, which cannot offered graduate and post graduate courses that will to the award of degrees in technical field of studies. That is, there are no higher Institutions such as Technical University where graduates from such institutes will enroll for University technical Education. Establishment of a Technical University will absorb such students who may want to pursue degree in technical education

### **Scope of the plan**

The scope of this plan covers the establishment of educational institutions in all levels of education in different communities in Sierra Leone. It also covers the upgrade of the already existing educational institutions which are of poor standard. Adult education and technical and vocational education will also be introduced. Our company can also supply teaching and learning materials to all levels of education.

### **About the Country**

Sierra Leone is in West Africa and one of the four countries of the Mano River Union. It has suffered from 11 years brutal rebel war and the scourges of Ebola disease outbreak which in 2014, credit was suspended by Financial Institutions, reducing the much needed capital investment to boost the economy and get it off the ground. The stalemate was further compounded by the corona virus which ravages the whole world including Sierra Leone. The real growth of the economy has been hampered by high inflation, which on an average has been 65 percent per annum for more than 10 years.

Out of Sierra Leone's population of 7.2 million (2015 Housing and Population Census), 5 million (70%) live in rural areas. A household survey of literacy conditions conducted by Statistics-Sierra Leone in 2017 identified that more than 80 percent of people never accessed higher institution of learning not to talk of a technical University.

### **Coalition priorities for education in Sierra Leone**

#### **1. Structural Reform Priorities**

**a) Increase the number of high quality schools and introduce fair funding:** Learning from the international evidence, provide parents with more choice between high quality schools, give all schools more freedom, and reform funding arrangements to be fairer, more transparent and to deliver value for money

**b) Reform the school curriculum and qualifications:** Ensure that all children gain the knowledge they need to prepare them for adult life, through a reformed National Curriculum and more robust academic and vocational qualifications up to the age of 19

**c) Reduce bureaucracy and improve accountability:** Trust those who work in our schools and other services, replacing the current system of Whitehall bureaucracy with autonomy for professionals and more focused accountability

**d) Train and develop the professionals who work with children:** Recognizing that the quality of the workforce is fundamental to all other reforms, we will reform teacher training, professional standards, and pay and conditions, and also improve social worker training, capacity and retention

**e) Introduce new support for the Early Years:** Introduce new support for the Early Years by retaining a universal offer, while also ensuring that services and opportunities reach those in greatest need

**f) Improve support for children, young people and families, focusing on the most disadvantaged:** Help children to fulfil their full potential, by supporting families and focusing support on improving the lives of the most vulnerable children

## **2. Structural Reform Plan**

The Coalition is committed to a programme of reform that will turn government on its head. Government want to bring about a power shift, taking power away from Ministry and putting it into the hands of people and communities, and a horizon shift, making the decisions that will equip Sierra Leone for long term success. For too long citizens have been treated as passive recipients of centralised, standardised services. The Government is putting citizens back in charge, and Structural Reform Plans are part of this shift of power from government to people. Our Company sets out how, and when, the country will achieve the reforms that are needed to make this happen. Structural Reform Plans are key tools for holding relevant departments to account for the implementation of Programme for Government commitments, replacing the old top-down systems of targets and central micromanagement..

## **Supervision**

Our Organization will have the overall responsibility to implement and supervise the project activities of the business plan, in the field and manage the donor funds. The Management will establish financial and program supervisions and monitoring systems to ensure the highest standards of transparency and accountability in its operations. Facilitation of smooth implementation of the policy will be based on the consultative mechanisms and on clarity of stakeholders and their corresponding roles and responsibilities.

The Organization shall be responsible for the monitoring and evaluation of implementation of this Institution. The Ministry of Education in Sierra Leone shall regularly assess the outcomes of programs implemented. Therefore, the Organization shall establish monitoring and evaluation system outlined in the Measurement and Evaluation System from time to time so that reports will be sent to Donors on regular basis.

Establish a national database and management information system for the effective monitoring of all the programs. The key indicators for measuring success of the educational policy framework implementation are as follows:

- Efficient managed and result oriented educational system
- Increased enrolment of students in Institutions
- Quality middle level and top man power trained and in the job market
- Improved perception of technical education in the country
- Reduced unemployment in the country
- Reduced hiring of foreign technical skilled labor
- Increased funding to the Institution
- Fund Created and financed adequately

## **Conclusion**

Today, educational institutions do not appreciate the problem of structural and infrastructural tasks of the business model in a complex manner, and neither have they solved them according to the suggested model. At the same time there are many projects of information-communication technologies implementation in progress; which, after they are finished, either do not get included into educational process, or they support only the education in the individual subjects of the project participants. The results of mainly technical solutions therefore do not serve their purpose, and the educational process remains basically the same as it was before.

Creating and understanding the business model leads to parallel solving of structural and infrastructural tasks and their mutual relation. The infrastructure created by information-communication technologies thus may copy the demands and needs of structural tasks. By means of working out the basic business model a new value hierarchy of educational institutions will be gained.

Thus creating the new business model at educational institutions is becoming a matter concerning the entire institution, not just individuals.