

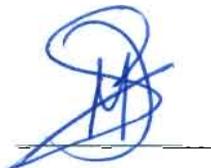
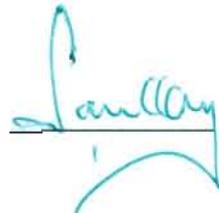
Sierra Leone MDTF

Fund Signature Page

(Note: this page is attached to the programme¹ document)

Participating UN Organisation(s): UNICEF	Priority Area: JV: Rural and Health (as per original JV programme AFC: Chapter Seven: Human Development
Programme Manager of Participating UN Organization Name: Linda Jones Address: c/o UNICEF, Govt. Medical Stores, PO BOX 221, Freetown Telephone: +232 (0) 76912531 E-mail: ljones@unicef.org	Implementing Partner(s): Name: Northern Polytechnic, Eastern Polytechnic, Njala University-Bo Campus, Freetown Teacher Training college, Port Loko Teacher Training College, MEST – Higher Education Division Address: MEST, New England, Freetown Telephone: E-mail:
Project Number: Joint Vision Programme Number: 8	Project Duration: 9 months Estimated Start-Up Date: November, 2011
Project Title: Basic Education and School Feeding	Programme Location: Nationwide – through all 5 teacher training colleges
Project Description: The part of the project will train 36 supervisors and inspectors on cluster monitoring to monitor 380 schools in 3 districts of Bonthe, Kenema and Tonkolili using cluster approach. The teacher training colleges will also be supported to monitor teachers recently trained and 750 untrained and unqualified teachers will complete the 12 days face to face tutorials in 5 colleges by December 2011.	Total Project Cost: SL- MDTF: US\$ 193,200 Government Input: US\$- staff costs and facilities Other: US\$ GRAND TOTAL: US\$ 193,200
Development Goal and Key Outcomes: The basic education and school feeding programme will contribute to increased access to primary education for children from and to increased completion rates of primary education. Envisaged outcomes of the programme include: (a) national policy frameworks that are supportive of the right of all children to quality primary education; (b) attitudes, values, behaviours and practices among communities that enable timely school enrolment and completion for all children; and (c) an education system and school environment, at national and district levels, which enable quality primary education for all children.	
Deliverables: 8.1.7 Capacity of Ministry of Education, Science and Technology, at national and district level, for strategic planning and monitoring of the education system is strengthened 8.1.9 Capacity of teachers and their trainers on child friendly school initiatives improved	

¹ The term “programme” is used for projects, programmes and joint programmes.

	<i>Signature</i>	<i>Date</i>	<i>Name/Title</i>
UNICEF		14/11/11	Mr. Mahimbo Mdoe Country Representative
DEPAC Co-Chair		24/11/11	Honorable Dr. Samura Kamara Minister of Finance and Economic Development
DEPAC Co-Chair		Nov 29, '11	Mr. Vijay Pillat Country Manager World Bank
DEPAC Co-Chair		24/11/11	Mr. Michael von der Schulenburg Executive Representative of the Secretary General of the United Nations

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Project Document

Executive Summary

Our overall aim of UN Joint Vision is to work together with the Government and other national and international stakeholders to consolidate the peace and stability that has been achieved over the last six years and to advance opportunities to all Sierra Leoneans. The UN family's main contribution to the Government's second PRS will be to help strengthen the underlying human development and national capacity dimensions that are required for sustainable development.

The Basic Education and School Feeding Programme (JV 8) is one the on-going Programmes under UN Joint Vision. These are programmes that are already underway and are planned to be extended to form an important element of the Joint Vision. They only require programming extensions to be reformulated under the Joint Vision.

From 2008-to date UNICEF has been supporting the Ministry of Education towards achieving the goals and aspirations outlined in Education Sector Plan (ESP) These aspirations include strategies for meeting teacher needs of expanding schooling system. These strategies include Distance Education Programmes for untrained and unqualified teachers, providing access to those without the requisite entrance requirement and improved regular monitoring of the quality teaching and learning processes in schools.

Building on the initiatives that are already under way and that are also supported by the Government and UNICEF, the programme will help 3 districts of Bonthe, Kenema and Tonkolili to train 36 supervisors and inspectors on cluster monitoring and to monitor 380 schools using cluster approach. The teacher training Colleges will also be supported to train and monitor already trained teachers and to support 750 untrained and unqualified teachers to complete the 12 days face to face tutorials in 5 colleges by December, 2011.

The basic education and school feeding programme will contribute to increased access to primary education for children from and to increased completion rates of primary education.

Envisaged outcomes of the programme include: (a) national policy frameworks that are supportive of the right of all children to quality primary education; (b) attitudes, values, behaviours and practices among communities that enable timely school enrolment and completion for all children; and (c) an education system and school environment, at national and district levels, which enable quality primary education for all children.

Over a 9 month period and with a total cost of \$193,200 the following deliverables will be achieved:

- Capacity of Ministry of Education, Youth and Sport, at national and district level, for strategic planning and monitoring of the education system is strengthened
- Capacity of teachers and their trainers on child friendly school initiatives improved

Situation Analysis

Sixty-four per cent of primary school aged children in Sierra Leone are enrolled in primary school, with significant geographical disparities. Around 40 per cent of the teaching force is under-qualified, and female teachers represent less than 30% of the country's teaching force. The share of unqualified teachers exceeds 50 per cent in the Northern Region

The dearth of qualified teachers has opened the way for the recruitment of Untrained and Unqualified (UU) teachers. The situation for UU teachers in Sierra Leone is difficult. Many of them have been teaching for over ten years, the lack of relevant training impacts on the quality of education received by the children which is reflected in the WASC results for the country, as documented by the Gbmanja commission report on the poor performance of students in Sierra Leone. In addition, the lack

of job security results in high turnover of teachers in the classroom.

Teacher Training Colleges presently face great challenges in the delivery of their programmes. The capacity of colleges to meet the challenges of the 21st century in terms of pedagogies and upgrading knowledge in emerging issues and monitoring of teachers is very limited. The production of qualified teachers by the teacher training institutions has not kept pace with the increase in enrolment. The consequence is a high percentage of unqualified teachers and high pupil to teacher ratio. Further, the lack of qualified staff is worse in rural areas

Presently the Inspectorate Division of the Ministry of Education, Science and technology is limited in its capacity and resources to conduct schools monitoring and supervision with the local councils and teacher training colleges.

Strategies including lessons learned and the proposed programme

The basic education programme will strengthen the capacity of MEST for strategic planning and monitoring; assist in harmonizing education-related policy frameworks with the Convention on the Rights of the Child; leverage resources and coordinate international assistance. The programme will also mobilize communities to participate in monitoring progress of teachers and children in schools. Focus on quality of education will be largely through developing school based monitoring and supervision structures, improving quality content, teacher training and strengthening of MEST and teacher training institutions for content delivery and monitoring.

Lessons learnt include:

- Involvement of community stakeholders in monitoring school activities within communities enhances project implementation and ensures ownership.
- Data collection before and after training of teachers helps to build an authentic baseline required for future planning, implementation and monitoring.
- Approaches to capacity building will need to move from training and technical assistance towards being embedded in strong institutional systems and community based structures.

Results framework

To better understand the specific contributions of this project to the outcomes, the following key results are expected from the proposed option:

Capacity of Ministry of Education, Youth and Sport, at national and district level, for strategic planning and monitoring of the education system is strengthened.

- 36 supervisors and inspectors of schools in 3 districts comply with schools inspections protocols and demonstrate the systematic monitoring of trainees and recently qualified teachers by the end of 2012
- 70% of the 380 schools monitored in Bonthe, Kenema and Tonkolili Districts, show evidence of improved children participation in the classroom, improved record keeping and attendance of children

Capacity of teachers and their trainers on child Friendly school initiatives improved

- 750 teachers in primary schools are qualified and acquire improved pedagogical skills in classroom teaching by 2012.

- 60% of trained teachers monitored demonstrate improved skills in teaching and learning process in schools

Management and coordination arrangements

Overall governance of UNICEF's programmes in Sierra Leone is through UNICEF's Country Programme, where the Ministry of Finance and Economic Development is UNICEF's primary counterpart. The Government holds regular mid-year reviews and end of year planning and review sessions for the entire UNICEF programme- with specific sessions for the Education Programme. As part of the agreement between the Government and UNICEF, the Government requires mid-term reviews and reports are submitted to the UNICEF Board through the regional UNICEF office.

The MEST/UNICEF 2008-2012 Rolling Work Plan (RWP) specifies planned results, responsibilities, finance and indicators is developed and signed by both MEST and UNICEF. The on-going teacher training programme is part of the current approved work plan and will be part of the future Country Programme Document, Country Results Framework, Integrated Monitoring and Evaluation Plan and rolling work plans. (2012-14).

UNICEF will have overall responsibility for the project but will work in close collaboration with the MEST and the teacher training colleges. The UNICEF Chief of Education is directly accountable for the funding and the Education Programme.

Within UNICEF, the Education Specialist will manage the day to day activities within the project, closely supervised by the Education Manager and supported by the other colleagues in the Education Section including the Programme Assistants. The Education Manager will be accountable to the Chief of Education as well as the Deputy and the Country Representative. Her direct counterpart in the MEST will be the Director of Higher Education and will work directly with the Principals of Teacher Training Colleges.

Financial management will be in accordance with UNICEF's rules and regulations. This includes regulations pertaining to the procurement of services and physical inputs for the project. UNICEF will be responsible for submitting all donor progress reports and financial reports.

Fund management arrangements

The SL-MDTF is consistent with the Paris Declaration on Aid Efficiency, including national ownership, alignment with national priorities, harmonisation and coordination. It will also respond to the Delivering as One Initiative and the Secretary General's efforts to improve the integration of UN political, development and humanitarian activities in the UN system through an increasing network of integrated UN field offices.

The Multi-donor Trust Fund for Sierra Leone is a grant contribution from all bi-lateral and multi-lateral donors as well as from other financial institutions for the purpose of supporting the Joint Vision or any of its programmes. Financial management will be in accordance with UNICEF's rules and regulations. This includes regulations pertaining to the procurement of services and physical inputs for the project.

Funding and implementation will be undertaken with special attention to transparency and accountability as well as to prompt delivery and efficient utilisation of resources.

Monitoring, evaluation and reporting

Notwithstanding the respective responsibilities for the use of the resources entrusted to each of the agencies, Government's primacy is recognized in setting priorities and in approving all programmes, projects and activities which UNICEF will carry out together with its national counterparts in Sierra Leone. It is also agreed that the implementation of programmes and projects as well as their monitoring and evaluations are conducted jointly with respective Government counterpart agencies.

Further, it is agreed that to better integrate the programmes, projects and activities in the Joint Vision to prevent overlaps. joint organisation and implementation of programme formulation and joint programme evaluation missions will be conducted. Because this is a single agency programme, the programme formulation and evaluation will remain with UNICEF. At the same time, UNICEF recognizes the ultimate responsibility by each UN agency for the use of the resources entrusted to them. Therefore, all the projects that make up the programmes continue to be managed by single UN agencies. In each case this agency will remain responsible for the quality of the project's formulation, for the resource mobilization for the project, for the implementation of the project and for all substantive and financial reporting for the project.

Legal Context or Basis of Relationship

The Government of Sierra Leone recognises education as a fundamental human right and upholds the tenet that children are the country's most important assets in the building of a better future, and the successful development of a nation requires skilled, educated people. This commitment to children's rights to education and development is enshrined in the Sierra Leone National Constitution (1991), the Child Rights Act (2007) and the Agenda for Change 2008–2012, which emphasize education and economic growth and embrace the Education for All (EFA) goals.

In pursuance of MDGs 2 and 3, the government declared free primary education for all children in Sierra Leone in the Education Act 2004 and recently reiterated this commitment in the government's White Paper on Education published in 2010. However capacity issues at all levels within the government continue to demonstrate the necessity for strong partner support.

The project is linked to the Joint Vision strategic framework that supports the Government Agenda for Change; aligned to the Sierra Leone Education Sector Plan (ESP); and based on the Government of Sierra Leone/UNICEF 2008-2012 Programme of Cooperation.

It also plays a unique role in supporting the Ministry of Education to implement the ESP, which aims to achieve universal primary education and gender equality in education in line with MDGs 2 and 3 and the CRC. UNICEF's contribution to the education sector is unique, because it focuses on a human rights based approach to programming and policy development.

The project support to the government combines institutional and human capacity development of the central and local government departments and functionaries with improving the quality of education, through training of supervisors and inspectors and institutionalizing regular monitoring of teaching and learning.

By investing in training inspectors, supervisors and cluster monitoring, children will benefit from improved standards of education delivery, thus benefitting from an improved quality of education and ultimately successfully completing their primary education.

In a country where there is a dearth of resources for quality education service delivery and 40 per cent of teachers are untrained and unqualified, SL-MDTF is best positioned to use donor resources as it provides technical support to the Ministry of Education to strengthen the systems for quality service delivery and strong leadership in the in areas affecting the achievement of results for children.

Work plan

S/N	Activity Line	Time Frame	Location	Persons/Institutions Responsible	Outcomes
1	Training of 36 cluster monitors from 3 districts of Bonthe, Kenema and Tonkolili	December 2011	Freetown	MMCET	36 inspectors and supervisors knowledgeable and equipped to undertake school monitoring using cluster approach
2	Face to face distance education	December 2011	All 12 districts	EP, NP, PLTC, FTC &	750 untrained and unqualified teachers

	tutorials for 750 Untrained and Unqualified (UU) teachers			NUBC	have improved skills and able to apply child centered teaching techniques in the classroom
3	Cluster monitoring in 380 schools from 3 districts in Bonthe, Kenema and Tonkolili	January and February 2012	Bonthe, Kenema and Tonkolili Districts	DDs Bonthe, Kenema and Tonkolili Districts	380 schools monitored in Bonthe, Kenema and Tonkolili Districts, show evidence of improved children participation in the classroom, improved record keeping and attendance of children
4	Quarterly Monitoring of Distance Education, Child Centred Teaching Techniques and Emerging Issues by the colleges, Local councils and the MEST	November/December 2011	All 12 districts	Bonthe, Kenema and Tonkolili Districts, DDs from 12 districts, Director Inspectorate, Director HEST, DD HEST	Capacity of MEST and teacher training colleges enhanced for improved regular monitoring and supervision of schools at district level

UNDG standard Budget

Line #	Line description	Definition of figure to be reflected in US\$
1	Training of 36 cluster monitors from 3 districts of Bonthe, Kenema and Tonkolili	23,560
2	Cluster monitoring in 380 schools from 3 districts in Bonthe, Kenema and Tonkolili	31,078.75
3	Face to face distance education tutorials for 750 Untrained and Unqualified (UU) teachers	113,800
4	Quarterly Monitoring of Distance Education, Child Centred Teaching Techniques and Emerging Issues by the colleges, Local councils and the MEST	12,122
	Subtotal	180,560.75
	Indirect Cost 7% for HQ	12,639
	Total	193,200