ESP 2018 – 2020
Implementation Plan

Meeting Commitments – Giving Hope
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</tbody>
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INTRODUCTION

General
The contents of this document are directly linked to the contents of the Education Sector Plan (ESP) 2018-2020 – “Getting it Right – Service Delivery, Integrity and Learning in Sierra Leone”. It is much like an extended annex that spells out the costs and plans for the implementation of the interventions detailed in the ESP. As such, only those elements in the ESP that are necessary to make sense of what is being proposed are repeated in this document.

Implementation Progress Indicators
Progress in achievement of the strategic outcomes and hence in implementation of the ESP will be monitored using the indicators shown in the tables in the chapters that follow.

Structure of the Implementation Plan
Following this Introduction are the four main ESP focus areas presented as chapters i.e.:

- Access, Equity and Completion
- Quality and Relevance
- System Strengthening
- Emergency Preparedness and Response

In each chapter, the strategic outcomes, proposed interventions to achieve the outcomes, associated indicators and budget together with the activities necessary for the interventions.

The rationale for the strategic outcomes and interventions have already been presented in the ESP and so are not repeated in this document. The interventions and activities have gone through several detailed review processes and only those which are ‘doable’ within the 3 year lifetime of the ESP have been retained. Prioritisation of interventions and activities has been challenging because of the many challenges to be addressed and gaps to be filled. There is every possibility that some interventions that have been omitted in this IP will appear in the next.

In order to avoid complicated and convoluted descriptions, matrices are employed in all of the chapters that follow. The matrices are kept as simple as possible. Each matrix shows the strategic outcomes and associated interventions followed by other pertinent information. Several matrices instead of a single large one are employed in order to make it easy to follow the logic of what is being presented. Continuing ‘everyday’ i.e. recurring activities and numbers such as the payment of the salaries of teachers, are not included in the matrices but their estimated costs are part of the total cost of implementing the ESP.
Implementation and Monitoring Issues

Successful implementation of the activities detailed in this document is dependent on more than the availability of funds. The availability of needed capacity, commitments and system are equally if not more important given the ambitious nature of the plan as a whole. There is reason for a degree of optimism given the achievements of the sector during and immediately after the end of the Ebola epidemic. As stated in the ESP, many valuable lessons have been learnt and these are being put into play in the planned methods of managing, implementing and monitoring ongoing activities. As stated in the ESP:

“The MEST has decided the following operating model for the implementation of the ESP strategy from 2018-2020:

• The ESP implementation will be based on a detailed 3 year implementation plan and supporting targets set for each Directorate
• A regular meeting or stocktakes cycle will govern the implementation of the ESP, ensuring progress tracking and rapid issue resolution. This includes the Executive Management Team (Chaired by the Minister, and includes the Deputy Ministers, PS, and CEO), the Inclusive Management Team (Chaired by the PS/CEO, and includes the Deputy Ministers when their duties allow them, heads of Directorates and relevant Directorate members). Weekly working groups for each Directorate supported by a Coordinating Office will ensure day-to-day progress and delivery. At the district level, the Deputy Director for Education in the district will chair a team that includes key local council officials, a key civil society representative, and representatives of key partners working in the district
• The Planning and Policy and the Inspectorate/Quality Assurance Directorates will conduct regular monitoring and evaluation, leveraging support from the District Education Offices, the Situation Room, Paramount Chiefs, Local Councils, etc.
• Several mechanisms will ensure close coordination and involvement of development and implementing partners for wider consultations and ensuring the successful implementation of the ESP. At the HQ/national level partners involvement will continue through membership of working groups, as well as representation in various teams/committees and the Education Development Partners (EDP) meeting. The donors'/partners' coordination desk will continue and further strengthen its work
• The collaboration and working model with key stakeholders, such as the Local Councils, Line Ministries Departments and Agencies, the TSC, etc. will be strengthened “

Notwithstanding the optimism expressed, an issue of concern is the staffing status of many Directorates and Units. Given the current moratorium on hiring new staff to be paid from “the consolidated funds” there will be some implementation challenges, a temporary stop gap will involve more and greater use of interns as was done in the post-Ebola recovery process.

The indicators that are to be monitored are shown by focus area/theme in the chapters that follow are then consolidated to give a monitoring framework presented in the ESP.

In ending this introduction, it needs to be noted that a large percentage of the budget for education is consumed by the salaries of teachers as shown in Table 5.2 on page 57.
1 - ACCESS, EQUITY AND COMPLETION

Strategic Outcomes and Interventions

All of the Strategic Outcomes and Interventions detailed below contribute in some way to the achievement of the over-arching goal i.e. To bring about improvement in: (i) education service delivery; (ii) integrity in education; and (iii) learning in formal and non-formal settings/educational institutions.

Most of the interventions and associated activities are linked and success in one impacts on those others with which it is linked.

As an actual intervention starts, it is possible that a small modification of a particular intervention may be necessary and some may be removed because of unanticipated external factors but in general the outcomes, interventions and activities detailed in this document will take place during the lifetime of the ESP from which this IP is derived i.e. 3 years from 2018 to 2020.

Focus Area: Access, Equity and Completion

To improve access, equity and completion, the following strategic outcomes and interventions have been selected for the ESP 2018-2020:

S.O. 1.1: All Children enter school and complete primary education

• Intervention 1.1a: Reduce the cost of schooling to parents and households by ensuring school subsidies are reviewed and disbursed on time.

• Intervention 1.1b: Encourage and motivate parents and communities to have children start primary schooling at the official starting age of 6 years.

S.O. 1.2 – Increased access to pre-school for children 3 to 5 years old

• Intervention 1.2a: Develop a policy and costed action plan to guide expansion of quality pre-school education and improve MEST capacity to deliver.

• Intervention 1.2b: Develop strategy and costed action plan for expansion of public pre-school education in existing primary schools, and continue the development and piloting of community-based cost effective pre-primary education models.

S.O. 1.3 – Improved school-feeding programme for primary schools

• Intervention 1.3a: Improved government-led school feeding programme through the establishment of strong partnerships.

S.O. 1.4 – Increased transition from primary to JSS, and increase in GER at JSS level

• Intervention 1.4a: Expand the tuition support program for girls at JSS level to improve gender parity.
• **Intervention 1.4b**: Formalise the policy for re-entry of teenage mothers into the school system.
• **Intervention 1.4c**: Ensure all schools are safe for girls through curbing sexual violence and exploitation in schools.

**S.O. 1.5 – Increased equitable access to senior secondary education**
• **Intervention 1.5a**: Ensure equity by providing scholarships to SSS students satisfying predefined criteria.

**S.O. 1.6 – Improve the infrastructure of primary, JS and SS schools**
• **Intervention 1.6a**: Construct additional fully functional and equipped classrooms to accommodate current and projected demand as well as phase out double-shift schooling.
• **Intervention 1.6b**: Ensure all new schools and classrooms have WASH facilities and at least 15% of existing schools have ramps for students with disability.

**S.O. 1.7 – Increased equitable access to Technical and Vocational Education**
• **Intervention 1.7a**: Develop an implementation plan for the TVET policy.
• **Intervention 1.7b**: Formal constitution and operationalisation of NCTVE.
• **Intervention 1.7c**: Strengthen and streamline Public/Private Partnership in provision of TVET.

**S.O. 1.8 – Increased equitable access to higher education**
• **Intervention 1.8a**: Develop a higher education strategy/framework to consolidate the policies for addressing equitable growth, quality, and relevance.
• **Intervention 1.8b**: Provide better targeted financial support (scholarships/grants/loans) to the neediest students, and continue support for students with disabilities as well as females in STEM (Science, Technology, Engineering and Mathematics).

**S.O. 1.9 – Improved literacy rate for youth and adults**
• **Intervention 1.9a**: Provide accelerated primary education for older children and youths aged 10 to 15 years.
• **Intervention 1.9b**: Increase and regularise the funding for non-formal and adult education.
### Matrix 1.1 – Results Framework - Focus Area: Access, Equity and Completion S.Os, Interventions, Indicators, Annual Targets and Responsibility.

<table>
<thead>
<tr>
<th>Strategic Outcome</th>
<th>Intervention name</th>
<th>Indicator Name</th>
<th>Indicator Targets</th>
<th>Data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 – All Children enter school and complete primary education</td>
<td>Intervention 1.1a: Reduce the cost of schooling to parents and households by ensuring school subsidies are reviewed and disbursed on time</td>
<td>% of 6-11 years old out of school / Girls out</td>
<td>25%/a% 20%/a%-7% 15%/a%-15%</td>
<td>Annually TBD TBD</td>
</tr>
<tr>
<td></td>
<td>Intervention 1.1b: Encourage and motivate parents and communities to have children start primary schooling at the official starting age of 6 years</td>
<td>Primary/Class 1 NIR/Girls NIR</td>
<td>a%/a% a+3% a+6%</td>
<td>Annually School Census Inspectorate</td>
</tr>
<tr>
<td>1.2 – Increased access to pre-school for children aged 3 to 5 years</td>
<td>Intervention 1.2a: Develop a policy and costed action plan to guide expansion of quality pre-school education and improve MEST capacity to deliver</td>
<td>Pre-primary GIR/Girls Pre-prim GIR</td>
<td>14%/a% 19%/a%+6% 24%/a%+11%</td>
<td>Annually School census Planning and Policy Directorate</td>
</tr>
<tr>
<td></td>
<td>Intervention 1.2b: Develop strategy and costed action plan for expansion of public pre-school education in existing primary schools, and continue the development and piloting of community-based cost effective pre-primary education models</td>
<td>Pre-primary GER</td>
<td>12% 16% 20%</td>
<td>Annually School census Planning and Policy Directorate</td>
</tr>
<tr>
<td>Strategic Outcome</td>
<td>Intervention name</td>
<td>Indicator Name</td>
<td>Indicator Targets</td>
<td>Data collection</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>1.3 – Improved school-feeding programme for primary schools</td>
<td>Intervention 1.3a: Improved government-led school feeding programme through the establishment of strong partnerships</td>
<td>% of children in GoSL and GoSL assisted primary schools receiving school feeding</td>
<td>100%</td>
<td>Month</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td>M&amp;E team, SF secretariat, Planning and Policy Directorate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>1.4 – Increased transition from primary to JSS, and increase in GER at JSS level</td>
<td>Intervention 1.4a: Expand the tuition support programme for girls at JSS level to improve gender parity</td>
<td>P to J Transition Rate for Girls</td>
<td>88%</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>91%</td>
<td>School census</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>94%</td>
<td>Planning and Policy Directorate</td>
</tr>
<tr>
<td></td>
<td>Intervention 1.4b: Formalise the policy for re-entry of teenage mothers into the school system</td>
<td>JSS GER for girls</td>
<td>60%</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>63%</td>
<td>Learning centre reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>67%</td>
<td>Non-formal education directorate / Programmes</td>
</tr>
<tr>
<td></td>
<td>Intervention 1.4c: Ensure all schools are safe for girls through curbing sexual violence and exploitation in schools</td>
<td>JSS GCR/PCR for girls</td>
<td>40%</td>
<td>Every 6 months</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>45%</td>
<td>Community / PC reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50%</td>
<td>PPD / Gender desk / Quality Assurance Directorate</td>
</tr>
<tr>
<td>1.5 – Increased equitable access to senior secondary education</td>
<td>Intervention 1.5a: Ensure equity by providing scholarships to SSS students satisfying predefined criteria</td>
<td>GER + GPI</td>
<td>29%/0.92</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30%/0.93</td>
<td>Awards entity + School Census</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>32%/0.96</td>
<td>Planning and Policy Directorate</td>
</tr>
<tr>
<td>Strategic Outcome</td>
<td>Intervention name</td>
<td>Indicator Name</td>
<td>Indicator Targets</td>
<td>Data collection</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>1.6 – Improve the infrastructure of primary, JS and SS schools</td>
<td>Intervention 1.6a: Construct additional fully functional and equipped classrooms to accommodate current and projected demand as well as phase out double-shift schooling</td>
<td>% Prim., JS; SS categorised as over-crowded</td>
<td>Pri-35%, JSS-30%, SS-25% + 200 classrooms + 5 new JSS/SSS</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of classrooms constructed</td>
<td>Pri-30%, JSS-25%, SS-20% + 200 classrooms + 5 new JSS/SSS</td>
<td>Contractors, school census, supervisors / inspectors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No. of classrooms constructed</td>
<td>Pri-25%, JSS-20%, SS-15% + 200 classrooms + 5 new JSS/SSS</td>
<td>Planning and Policy Directorate</td>
</tr>
<tr>
<td></td>
<td>Intervention 1.6b: Ensure at least 15% of existing schools have ramps for students with disability</td>
<td>Number of schools given ramps</td>
<td>450</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>450</td>
<td>Contractors, school census, supervisors / inspectors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>450</td>
<td>Planning and Policy Directorate</td>
</tr>
<tr>
<td>1.7 – Increased equitable access to Technical and Vocational Education</td>
<td>Intervention 1.7a: Develop an implementation plan for the TVET policy</td>
<td>IP developed and in use</td>
<td>Yes</td>
<td>Annually for use</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>HEST + TVET Unit</td>
</tr>
<tr>
<td></td>
<td>Intervention 1.7b: Formal constitution and operationalisation of NCTVE</td>
<td>NCTVE constituted and functioning</td>
<td>No</td>
<td>One off</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>HEST</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>HEST</td>
</tr>
<tr>
<td></td>
<td>Intervention 1.7c: Strengthen and streamline Public/Private Partnership in provision of TVET</td>
<td>No. of PPP TVET entities</td>
<td>5</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>HEST</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>HEST</td>
</tr>
<tr>
<td>Strategic Outcome</td>
<td>Intervention name</td>
<td>Indicator Name</td>
<td>Indicator Targets</td>
<td>Data collection</td>
</tr>
<tr>
<td>------------------</td>
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<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>1.8 – Increased equitable access to higher education</strong></td>
<td>Intervention 1.8a: Develop a higher education strategy/framework to consolidate the policies for addressing equitable growth, quality, and relevance</td>
<td>Stakeholders rating of higher education</td>
<td>A</td>
<td>B = A + 10%</td>
</tr>
<tr>
<td></td>
<td>Intervention 1.8b: Provide better targeted financial support (scholarships/grants/loans) to the neediest students, and continue support for students with disabilities as well as females in STEM (Science, Technology, Engineering and Mathematics)</td>
<td>GPI + % Students with disabilities in HEd</td>
<td>A/A%</td>
<td>B = (A+ 0.05)</td>
</tr>
<tr>
<td><strong>1.9 – Improved literacy rate for youths and adults</strong></td>
<td>Intervention 1.9a: Provide accelerated primary education for older children and youths aged 10 to 15 years</td>
<td>No. registered in programme</td>
<td>A</td>
<td>B = A + 10%</td>
</tr>
<tr>
<td></td>
<td>Intervention 1.9b: Increase and regularise the funding for non-formal and adult education</td>
<td>Literacy rate</td>
<td>52%</td>
<td>54%</td>
</tr>
</tbody>
</table>
Matrix 1.2 – Focus Area: Access, Equity and Completion Interventions – Costed Multi-Year Action Plan

Shown below are interventions and details on associated activities including estimated costs. Note that costs are in US$.

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Expected result or output</th>
<th>Cost Description</th>
<th>Unit Type</th>
<th>Unit Cost</th>
<th>Quantity, 2018</th>
<th>Quantity, 2019</th>
<th>Quantity, 2020</th>
<th>Cost 2018</th>
<th>Cost 2019</th>
<th>Cost 2020</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intervention 1.1a: Reduce the cost of schooling to parents and households by ensuring school subsidies are reviewed and disbursed on time</td>
<td>% out of school children (6-11 years) reduced to 15% for boys, and 15 percentage points less for girls compared to 2018 levels</td>
<td>Process review and improvements</td>
<td>By existing MEST staff</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Sub-total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Intervention 1.1b: Encourage and motivate parents and communities to have children start primary schooling at the official starting age of 6 years</td>
<td>6 percentage points increase in primary/Class 1 NIR</td>
<td>Ascertain and agree on targeted areas</td>
<td>Per round of data collection and meetings</td>
<td>50,000</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>300,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Radio campaign</td>
<td>Per year</td>
<td>100,000</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>300,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community accountability through paramount Chiefs</td>
<td>Lump sum for meetings and sensitisation</td>
<td>600</td>
<td>149</td>
<td>149</td>
<td>149</td>
<td>89,400</td>
<td>89,400</td>
<td>89,400</td>
<td>268,200</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community mobilisation</td>
<td>Lump sum for meetings</td>
<td>600</td>
<td>149</td>
<td>149</td>
<td>149</td>
<td>89,400</td>
<td>89,400</td>
<td>89,400</td>
<td>268,200</td>
</tr>
<tr>
<td></td>
<td>Sub-total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>#</td>
<td>Activity</td>
<td>Expected result or output</td>
<td>Cost Description</td>
<td>Unit Type</td>
<td>Unit Cost</td>
<td>Quantity, 2018</td>
<td>Quantity, 2019</td>
<td>Quantity, 2020</td>
<td>Cost 2018</td>
<td>Cost 2019</td>
<td>Cost 2020</td>
<td>Total</td>
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</tr>
<tr>
<td>3</td>
<td>Intervention 1.2a: Develop a policy and costed action plan to guide expansion of quality pre-school education and improve MEST capacity to deliver % pre-primary GIR for boys reaches 24%, and GIR for girls reaches 11 percentage points above 2018 levels</td>
<td>Finalisation of Minimum Standards, including validation workshops</td>
<td>Support to finish</td>
<td>100,000</td>
<td>1</td>
<td>100,000</td>
<td>0</td>
<td>0</td>
<td>100,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop curriculum, including validation workshops</td>
<td>Support per month</td>
<td>100,000</td>
<td>1</td>
<td>100,000</td>
<td>0</td>
<td>0</td>
<td>100,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved staff capacity</td>
<td>Per staff member per annum</td>
<td>15,000</td>
<td>2</td>
<td>30,000</td>
<td>30,000</td>
<td>30,000</td>
<td>90,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sub-total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>230,000</strong></td>
<td><strong>30,000</strong></td>
<td><strong>30,000</strong></td>
<td><strong>290,000</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Intervention 1.2b: Develop strategy and costed action plan for expansion of public pre-school education in existing primary schools, and continue development and piloting of community-based cost effective pre-primary education models</td>
<td>Pre-primary GER reaches 20% in 2020</td>
<td>Development of strategy and costed action plan, including validation workshops</td>
<td>Support</td>
<td>50,000</td>
<td>1</td>
<td>50,000</td>
<td>0</td>
<td>0</td>
<td>50,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>School construction</td>
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### Budget Assumptions

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<tr>
<td>5</td>
<td>Intervention 1.3a: Improved Government led school feeding programme through the establishment of strong partnerships</td>
<td>100% of all children in GoSL and GoSL assisted primary schools receive school feeding</td>
<td>School feeding (community based model)</td>
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<td>Pilot (centralised model)</td>
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<td>Establishment (central model infrastructure, trainings, etc.)</td>
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<td>National roll out (centralised model)</td>
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<td>Intervention 1.4a: Expand the tuition support programme for girls at JSS level to improve gender parity</td>
<td>Primary to JSS transition rate for girls reaches 94%</td>
<td>Tuition support for JSS girls (full tuition coverage all 3 JSS years)</td>
<td>Tuition support per girl</td>
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<td>7</td>
<td>Intervention 1.4b: Formalise the policy for re-entry of teenage mothers into the school system</td>
<td>JSS GER for girls reaches 67% in 2020</td>
<td>Accelerated learning programmes and support of young mothers to return back to school</td>
<td>Cost per pregnant girl/young mother supported</td>
<td>20</td>
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<td>Post re-entry support</td>
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## BUDGET ASSUMPTIONS

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<td>8</td>
<td>Intervention 1.4c: Ensure all schools are safe for girls through curbing sexual violence and exploitation in schools</td>
<td>JSS GCR/PCR for girls reaches 50% by 2020</td>
<td>Development of girl child protection mechanisms and guidelines</td>
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<td>Intervention 1.5a: Ensure equity by providing scholarships to SSS students satisfying predefined criteria</td>
<td>GER increases to 32% in 2020, and GPI to 0.96</td>
<td>Scholarships for non-tuition related costs of schooling for the neediest SSS students</td>
<td>Cost per scholarship for SSS</td>
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<td>Intervention 1.6a: Construct additional fully functional and equipped classrooms and facilities to accommodate current and projected demand as well as phase out double-shift schooling</td>
<td>% of primary, JSS, and SSS schools categorised as overcrowded reaches 25%, 20% and 15% respectively</td>
<td>Construction and furnishing of additional classrooms</td>
<td>Cost per classroom (incl. furniture)</td>
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<td>11</td>
<td>Intervention 1.6b: Ensure that at least 15% of existing schools have ramps for students with disability</td>
<td>15% additional schools have ramps for disabled</td>
<td>Implementation of ramps</td>
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<td>Intervention 1.7a: Develop an implementation plan for the TVET policy</td>
<td>TVET policy implementation plan developed and in use</td>
<td>Development of implementation plan</td>
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<td>Intervention 1.7b: Formal constitution and operationalisation of NCTVE</td>
<td>NCTVE constituted and functioning</td>
<td>Operationalise and run the unit</td>
<td>Development of legislation and adoption</td>
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<td>Intervention 1.7c: Strengthen and streamline Public/Private Partnership in provision of TVET</td>
<td>20 new PPP TVET entities established by 2020</td>
<td>Develop framework for partnership</td>
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<td>Intervention 1.8a: Develop a higher education strategy/framework to consolidate the policies for addressing equitable growth, quality, and relevance</td>
<td>Stakeholder ratings of higher education increases by a minimum of 10 percentage points</td>
<td>Develop strategy/framework</td>
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## BUDGET ASSUMPTIONS

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<td>Intervention 1.8b: Provide better targeted financial support (scholarships/</td>
<td>GPI increases by 0.15 in 2020, and students with disabilities increases by 3 percentage</td>
<td>Scholarships for the neediest higher education students</td>
<td>Covered in the overall</td>
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<td>grants/loans) to the neediest students, and continue support</td>
<td>student increases by 3 percentage points</td>
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<td>for students with disabilities as well as females in STEM (Science,</td>
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<td>Intervention 1.9a: Provide accelerated primary education for older</td>
<td>Number of youth registered in the programme increases by 20% by 2020</td>
<td>Accelerated learning programmes in learning centres</td>
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<td>Intervention 1.9b: Increase and regularise the funding for non-</td>
<td>Literacy rates increase to 56%</td>
<td>Non-formal education in existing learning centres</td>
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<td>806,000</td>
<td>881,000</td>
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2. QUALITY, RELEVANCE AND INTEGRITY

Strategic Outcomes and Interventions
All of the Strategic Outcomes and Interventions detailed below contribute in some way to the achievement of the over-arching goal i.e. - to bring about improvement in: (i) education service delivery; (ii) integrity in education; and (iii) learning in formal and non-formal settings/educational institutions.

It is an accepted fact that students attend school and college, and parents spend large percentages of their earnings on the education of their children because they want them to learn. Learning is highly correlated with the quality and relevance of education provided. A looming threat to the quality of education being provided is the cancer of a lack of integrity in the system. Cheating in examinations is mushrooming at all levels of the system and corrupt practices seem to be appearing everywhere in the system. This makes the interventions and activities detailed in this and the system strengthening chapter extremely important. Detailed below are the interventions and associated activities for this important focus area.

Focus area: Quality and Relevance
To improve the quality and relevance of education, the following strategic outcomes and interventions have been selected for the ESP 2018-2020:

S.O. 2.1 – Improvement in the performance and assessment of learners

- **Intervention 2.1a**: Conduct annual sample-based learning assessment for selected pupil levels in English Language Arts and mathematics.
- **Intervention 2.1b**: Undertake curriculum revision/updating and reform as necessary.
- **Intervention 2.1c**: Stimulate greater interest and uptake of the sciences by stimulating interest in the sciences starting at the early primary level and supporting the establishment/rehabilitation of equipped science laboratories, starting with two secondary schools per district.
- **Intervention 2.1d**: Undertake studies in assessment, performance and employability of learners.

S.O. 2.2 – All legally existing schools approved and comply with GoSL stipulated minimum quality standards

- **Intervention 2.2a**: Take the necessary actions to ensure that 100% of educational institutions in operation meet MEST minimum standards together with other requirements spelt out in a revised/updated 2010 Education Policy.
S.O. 2.3 – The education sector is safe and free of corruption

• **Intervention 2.3a:** Sensitise learners on their rights and referral channels in regards to corruption and exploitation at primary, JSS, SSS, TVET, HEIs and Learning Centres.
• **Intervention 2.3b:** Develop and implement a National Strategy and Action Plan on Examination Malpractices, Unethical and Corrupt Practices in Education.

S.O. 2.4 – Teachers are competent/ professionally qualified, equitably distributed, motivated and demonstrate high performance standards

• **Intervention 2.4a:** Establish and implement a system for the professional development, induction and continuous development of teachers and school heads making use of what has been learnt from interventions such as the lesson plans introduced in 2017.
• **Intervention 2.4b:** Develop and implement a set of reforms in pre-service education that are consistent with norms and standards for effective teacher performance.
• **Intervention 2.4c:** Build strong foundation for early learning through training of early grade teachers in reading, writing and mathematics.
• **Intervention 2.4d:** Establish and implement a system for strengthening the management of the teacher workforce (recruitment, deployment, promotion, etc.)
**Matrix 2.1 – Results Framework - Focus Area: Quality, Relevance and Integrity Interventions, Indicators, Annual Targets and Responsibility**

<table>
<thead>
<tr>
<th>Strategic Outcome</th>
<th>Intervention name</th>
<th>Indicator Name</th>
<th>Indicator Targets</th>
<th>Data collection</th>
<th>Frequency</th>
<th>Source</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 – Improvement in the performance and assessment of learners</td>
<td>Intervention 2.1a: Conduct annual sample-based learning assessment for selected pupil levels in English Language Arts and mathematics</td>
<td>Learning Assessment - % at expected Prim + JS learning / performance level</td>
<td>a%</td>
<td>a+10%</td>
<td>a+15%</td>
<td>Annually</td>
<td>Learning Assessment</td>
</tr>
<tr>
<td></td>
<td>Intervention 2.1b: Undertake curriculum revision/updating and reform as necessary</td>
<td>Teachers trained in use of updated SSS curriculum</td>
<td>20983</td>
<td>20983</td>
<td>21619</td>
<td>Annually</td>
<td>Learning Assessment</td>
</tr>
<tr>
<td></td>
<td>Intervention 2.1c: Stimulate greater interest and uptake of the sciences by stimulating interest in the sciences starting at the early primary level and supporting the establishment/ rehabilitation of equipped science laboratories, starting with two secondary schools per district</td>
<td>Pass Rates in Int. Sc. at BECE and in Bio and Chem at WASSCE</td>
<td>64% - BECE, WASSCE 50% - Bio; 30% - Chem</td>
<td>67% - BECE, WASSCE 54% - Bio; 35% - Chem</td>
<td>64% - BECE, WASSCE 58% - Bio; 40% - Chem</td>
<td>Annually</td>
<td>Exam results</td>
</tr>
<tr>
<td></td>
<td>Intervention 2.1d: Undertake studies in assessment, performance and employability of learners</td>
<td>Findings of studies made public</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Annually</td>
<td>TBD</td>
</tr>
<tr>
<td>2.2 – All legally existing schools approved and comply with GoSL stipulated minimum quality standards</td>
<td>Intervention 2.2a: Take the necessary actions to ensure that 100% of educational institutions in operation meet MEST minimum standards together with other requirements spelt out in a revised/updated 2010 Education Policy</td>
<td>% of institutions at different levels meeting minimum standards + Updated Ed. Policy in use</td>
<td>25% - No</td>
<td>60% - Yes</td>
<td>100% - Yes</td>
<td>Monthly</td>
<td>Archive of applications and registrations, School census</td>
</tr>
<tr>
<td>Strategic Outcome</td>
<td>Intervention Name</td>
<td>Indicator Name</td>
<td>Indicator Targets</td>
<td>Data Collection</td>
<td>Frequency</td>
<td>Source</td>
<td>Responsible</td>
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<tr>
<td>2.3 – The education sector is safe and free of corruption</td>
<td>Intervention 2.3a: Sensitise learners on their rights and referral channels in regards to corruption and exploitation at primary, JSS, SSS, TVET, HEIs and Learning Centres</td>
<td>No. of institutions complying</td>
<td>2,000</td>
<td>6,000</td>
<td>9,000</td>
<td>Annually</td>
<td>Survey</td>
</tr>
<tr>
<td>2.3b: Develop and implement a National Strategy and Action Plan on Examination Malpractices, Unethical and Corrupt Practices in Education</td>
<td>Exam malpractices reported as % of 2018 baseline + Action Plan being implemented</td>
<td>a% + Yes</td>
<td>(a*40%) + Yes</td>
<td>(a*20%) + Yes</td>
<td>Annually</td>
<td>Community /PC reports</td>
<td>Office of the CEO and Quality Assurance Directorate</td>
</tr>
<tr>
<td>2.4 – Teachers are competent/professionally qualified, equitably distributed, motivated and demonstrate high performance standards</td>
<td>Intervention 2.4a: Establish and implement a system for the professional development, induction and continuous development of teachers and school heads making use of what has been learnt from interventions such as the lesson plans introduced in 2017</td>
<td>% of teachers benefitted from CPD programmes in last 3 years + No. trained through CPD annually</td>
<td>25% + 12,382</td>
<td>50% + 12,382</td>
<td>70% + 12,382</td>
<td>Monthly</td>
<td>Situation Room, Supervisors / inspectors</td>
</tr>
<tr>
<td>2.4b: Develop and implement a set of reforms in pre-service education that are consistent with norms and standards for effective teacher performance</td>
<td>No. of reforms implemented based on findings of reform study</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>Annually</td>
<td>TBD</td>
<td>TSC + HEST + Office of CEO</td>
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<tr>
<td>2.4c: Build strong foundation for early learning through training of early grade teachers in reading, writing and mathematics</td>
<td>Number of teachers trained</td>
<td>9763</td>
<td>9763</td>
<td>9763</td>
<td>Annually</td>
<td>M&amp;E Unit</td>
<td>TSC + HEST + Office of CEO</td>
</tr>
<tr>
<td>2.4d: Establish and implement a system for strengthening the management of the teacher workforce (recruitment, deployment, promotion, etc.)</td>
<td>No. of teachers receiving (i) subject (ii) needy area allowances</td>
<td>(i) a ; (ii) x</td>
<td>(i) a+15 ; (ii) x + 15</td>
<td>(i) a + 20; (ii) x + 20</td>
<td>Annually</td>
<td>TBD</td>
<td>TSC</td>
</tr>
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### Matrix 2.2 - Focus Area: Quality, Relevance and Integrity Interventions – Costed Multi-Year Action Plan

Shown below are interventions and details on associated activities including estimated costs. Note that costs are in US$. 

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Expected result or output</th>
<th>Cost Description</th>
<th>Unit Type</th>
<th>Quantity, 2018</th>
<th>Quantity, 2019</th>
<th>Quantity, 2020</th>
<th>Cost 2018</th>
<th>Cost 2019</th>
<th>Cost 2020</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Intervention 2.1a: Conduct annual sample-based learning assessment for selected pupil levels in English Language Arts and mathematics</td>
<td>Learning Assessment - 15% increase in those expected Prim + JS performance level</td>
<td>Sample survey</td>
<td>Primary learning assessment (EGRA/EGMA and upper primary)</td>
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<td>2</td>
<td>2</td>
<td>1,000,000</td>
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<td>Secondary learning assessment</td>
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<tr>
<td>20</td>
<td>Intervention 2.1b: Undertake curriculum revision/ updating and reform as necessary</td>
<td>Teachers trained in use of updated curriculum</td>
<td>Revise/Update SSS curriculum</td>
<td>Lump sum for whole process</td>
<td>150,000</td>
<td>1</td>
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<td>150,000</td>
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<td></td>
<td>Train teachers on use of curriculum</td>
<td>Per teacher per training session</td>
<td>55</td>
<td>20,983</td>
<td>20,983</td>
<td>21,619</td>
<td>1,154,068</td>
<td>1,154,068</td>
<td>1,189,040</td>
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<td>1,621,993</td>
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## BUDGET ASSUMPTIONS

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<th>Activity</th>
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<th>Unit Type</th>
<th>Unit Cost</th>
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<th>Quantity, 2019</th>
<th>Quantity, 2020</th>
<th>Cost 2018</th>
<th>Cost 2019</th>
<th>Cost 2020</th>
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<tbody>
<tr>
<td>21</td>
<td>Intervention 2.1c: Stimulate greater interest and uptake of the sciences by stimulating interest in the sciences starting at the early primary level and supporting the establishment/rehabilitation of equipped science laboratories, starting with two secondary schools per district</td>
<td>Pass Rates in Int. Sc. at BECE and in Bio and Chem at WASSCE increased</td>
<td>Staff in curriculum unit</td>
<td>per annum</td>
<td>15,000</td>
<td>2</td>
<td>2</td>
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<td>Agree on programme to improve science in primary schools</td>
<td>support</td>
<td>100,000</td>
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<td>0</td>
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<td>Workrooms / Laboratories</td>
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<td>Roll-out of programme</td>
<td>Cost per district</td>
<td>300</td>
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<td>Equipping Science labs</td>
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<td>22</td>
<td>Intervention 2.1d: Undertake studies in assessment, performance and employability of learners</td>
<td>Findings of studies made public</td>
<td>Tracer study</td>
<td>Support</td>
<td>100,000</td>
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<tr>
<td></td>
<td></td>
<td>Performance of disabled students &amp; girls</td>
<td>Support</td>
<td>100,000</td>
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<td>Analysis of WAEC data</td>
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<td>Quantity, 2020</td>
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<tr>
<td>23</td>
<td>Intervention 2.2a: Take the necessary actions to ensure that 100% of educational institutions in operation meet MEST minimum standards together with other requirements spelt out in a revised/updated 2010 Education Policy</td>
<td>100% of institutions at different levels meeting minimum standards + Updated Ed. Policy in use</td>
<td>Development of minimum standards</td>
<td>By existing MEST staff</td>
<td></td>
<td></td>
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<td>Revise and update Education policy</td>
<td>Per finalised draft</td>
<td>75,000</td>
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<td>Work with schools to reach minimum standards</td>
<td>By existing MEST staff</td>
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<tr>
<td>24</td>
<td>Intervention 2.3a: Sensitise learners on their rights, responsibilities and referral channels in regards to corruption and exploitation at primary, JSS, SSS, TVET, HEIs and Learning Centre</td>
<td>9,000 institutions complying</td>
<td>Development of strategy/plan</td>
<td>Per finalised strategy</td>
<td>100,000</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Dissemination workshops for DEO/Inspectorate</td>
<td>Per attendee</td>
<td>30</td>
<td>3,000</td>
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<td></td>
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<td>190,000</td>
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<tr>
<td>25</td>
<td>Intervention 2.3b: Develop and implement a National Strategy and Action Plan on Examination Malpractices, Unethical and Corrupt Practices in Education</td>
<td>Exam malpractice reports reduced by 80%</td>
<td>Development of strategy/plan</td>
<td>Per finalised strategy</td>
<td>100,000</td>
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<td>100,000</td>
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<td></td>
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<td>Dissemination workshops for DEO/Inspectorate</td>
<td>Per attendee</td>
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<tr>
<td>26</td>
<td>Intervention 2.4a: Establish and implement a system for the professional development, induction and continuous development of teachers and school heads making use of what has been learnt from interventions such as the lesson plans introduced in 2017</td>
<td>70% of teachers benefitted from CPD programmes in last 3 years + No. trained through CPD annually</td>
<td>Teacher training</td>
<td>Per package</td>
<td>150</td>
<td>12382</td>
<td>12382</td>
<td>12382</td>
<td>1,857,345</td>
<td>1,857,345</td>
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<td>Monitoring through supervisors in class follow up</td>
<td>Per annum</td>
<td>1,500</td>
<td>149</td>
<td>149</td>
<td>149</td>
<td>223,500</td>
<td>223,500</td>
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<td>Material development</td>
<td>Package of learning materials</td>
<td>100,000</td>
<td>1</td>
<td>100,000</td>
<td>0</td>
<td>0</td>
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<td></td>
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<td></td>
<td>Materials</td>
<td>Printing materials</td>
<td>30</td>
<td>12,382</td>
<td>12,382</td>
<td>12,382</td>
<td>371,469</td>
<td>371,469</td>
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<tr>
<td>27</td>
<td>Intervention: 2.4b: Develop and implement a set of reforms in pre-service education that are consistent with norms and standards for effective teacher performance</td>
<td>Conduct of reform study and its implementation</td>
<td>Undertake study</td>
<td>Per finalised study report draft</td>
<td>100,000</td>
<td>1</td>
<td>100,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100,000</td>
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<td></td>
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<td>Implement findings</td>
<td>Admin</td>
<td>30,000</td>
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<tr>
<td>28</td>
<td>Intervention 2.4c: Build strong foundation for early learning through training of early grade teachers in reading, writing and mathematics</td>
<td>Number of teachers trained</td>
<td>Teacher training</td>
<td>Per package</td>
<td>150</td>
<td>9763</td>
<td>9763</td>
<td>9763</td>
<td>1,464,500</td>
<td>1,464,500</td>
<td>1,464,500</td>
<td>4,393,500</td>
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<td></td>
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<td>Monitoring through supervisors in class follow up</td>
<td>Per annum</td>
<td>1,500</td>
<td>149</td>
<td>149</td>
<td>149</td>
<td>223,500</td>
<td>223,500</td>
<td>223,500</td>
<td>670,500</td>
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<td>Material development</td>
<td>Package of learning materials</td>
<td>100,000</td>
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<td>30</td>
<td>9763</td>
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<td>9763</td>
<td>292,900</td>
<td>292,900</td>
<td>292,900</td>
<td>878,700</td>
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<td>#</td>
<td>Activity</td>
<td>Expected result or output</td>
<td>Cost Description</td>
<td>Unit Type</td>
<td>Unit Cost</td>
<td>Quantity, 2018</td>
<td>Quantity, 2019</td>
<td>Quantity, 2020</td>
<td>Cost 2018</td>
<td>Cost 2019</td>
<td>Cost 2020</td>
<td>Total</td>
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<td>29</td>
<td>Intervention 2.4d: Establish and implement a system for strengthening the management of the teacher workforce (recruitment, deployment, promotion, etc.)</td>
<td>Number of teachers receiving (i) subject (ii) needy area allowances</td>
<td>Identify teacher needs</td>
<td>Per finalised study report draft</td>
<td>100,000</td>
<td>1</td>
<td></td>
<td></td>
<td>100,000</td>
<td>0</td>
<td>0</td>
<td>100,000</td>
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<tr>
<td></td>
<td></td>
<td>Allowances</td>
<td>Subject allowance</td>
<td>100</td>
<td>900</td>
<td>900</td>
<td>100</td>
<td>90,000</td>
<td>90,000</td>
<td>90,000</td>
<td>270,000</td>
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<tr>
<td></td>
<td></td>
<td>Allowances</td>
<td>Needy area</td>
<td>100</td>
<td>900</td>
<td>900</td>
<td>900</td>
<td>90,000</td>
<td>90,000</td>
<td>90,000</td>
<td>270,000</td>
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<td>Sub-total</td>
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<td>280,000</td>
<td>180,000</td>
<td>180,000</td>
<td>640,000</td>
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</tbody>
</table>
3 – SYSTEM STRENGTHENING

Strategic Outcomes and Interventions

All of the Strategic Outcomes and Interventions detailed below contribute in some way to the achievement of the over-arching goal i.e. to bring about improvement in: (i) education service delivery; (ii) integrity in education; and (iii) learning in formal and non-formal settings/educational institutions.

The education system in Sierra Leone has been hard hit in recent years by the Ebola epidemic, the severe down turn in the economy and the continuing severe austerity measures. The Ministry of Education, Science and Technology is starved of needed senior staff and there is currently a hold on the employment of new teachers in government and government-assisted schools. Somehow these serious challenges to the system needs to be addressed. Weaknesses in the system impact negatively on access to education, the quality of teaching and learning and the level of integrity shown by those who are part of the system. With the full commitment of the GoSL and its partners to the successful implementation of the interventions and activities that follow, visible improvements in the system will start appearing during the lifetime of this document.

Focus area: System Strengthening

To strengthen the system, the following strategic outcomes and interventions have been selected for the ESP 2018-2020:

S.O. 3.1 - All key staff positions at MEST Headquarters, District Education Offices (DEOs) and Teaching Service Commission (TSC) filled.

- Intervention 3.1a: Obtain support to staff up the highest priority MEST HQ professional staff vacancies.
- Intervention 3.1b: Secure the support necessary for TSC to be able to fill key HQ positions and become fully functional.

S.O. 3.2 - Develop and maintain a clean teacher payroll and records.

- Intervention 3.2: Develop and maintain clean teacher payroll and records.

S.O. 3.3 – Service delivery rating of MEST increases by a minimum 10% by 2020

- Intervention 3.3a: Disseminate the MEST Service Charter widely and conduct an annual education service delivery survey.
- Intervention 3.3b: Provision of capacity development training based on a comprehensive MEST staff development programme.
- Intervention 3.3c: Provide inputs and resources to (i) make possible timely release of WAEC results to schools, and (ii) carry out analysis of the performance of schools and candidates in the examinations.
• **Intervention 3.3d**: Introduce Performance Based Financing (PBF) by the GoSL for the financing of schools, colleges, polytechnics and universities.

**S.O. 3.4 - Timely, Reliable and Accurate Data and Information on Education Readily Available, Accessible and in Use**

• **Intervention 3.4a**: Equip and empower each DEO to collect and analyse data on education in the district in which it is located.
• **Intervention 3.4b**: Enable Paramount Chiefs to participate in the education monitoring / validation process and produce termly reports on education in their Chiefdom.
• **Intervention 3.4c**: Strengthen EMIS to become a ‘one-stop shop’ for all MEST data on education.
• **Intervention 3.4d**: Strengthen and improve partner coordination.
### Matrix 3.1 – Results Area - Focus Area: System Strengthening S.Os, Interventions, Indicators, Annual Targets and Responsibility

<table>
<thead>
<tr>
<th>Strategic Outcome</th>
<th>Intervention name</th>
<th>Indicator Name</th>
<th>Indicator Targets</th>
<th>Data collection</th>
<th>Frequency</th>
<th>Source</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 - All key staff positions at MEST Headquarters, District Education Offices (DEOs) and Teaching Service Commission (TSC) filled</td>
<td>Intervention 3.1a: Obtain support to staff up the highest priority MEST HQ professional staff vacancies</td>
<td>No of unfilled high priority positions</td>
<td>10</td>
<td>2018</td>
<td>Annually</td>
<td>HR</td>
<td>Office of the Permanent Secretary &amp; Human Resource Unit.</td>
</tr>
<tr>
<td></td>
<td>Intervention 3.1b: Secure the support necessary for TSC to be able to fill key HQ positions and become fully functional</td>
<td>No of key TSC HQ positions unfilled</td>
<td>10</td>
<td>2018</td>
<td>Annually</td>
<td>TSC</td>
<td>TSC</td>
</tr>
<tr>
<td>3.2 – Develop and maintain a clean teacher payroll and records</td>
<td>3.2: Develop and maintain a clean teacher payroll and records</td>
<td>No of written complaints about payroll and records received by TSC + % of teachers in GoSL and Assisted schools that have been approved for financial support are on payroll</td>
<td>a/a%</td>
<td>2018</td>
<td>Every 6 months / Annually</td>
<td>TSC, School census</td>
<td>Office of the CEO, TSC, MOFED</td>
</tr>
<tr>
<td>3.3 – Service delivery rating of MEST increases by a minimum 10% by 2020</td>
<td>Intervention 3.3a: Disseminate the MEST Service Charter widely and conduct an annual education service delivery survey</td>
<td>Service Delivery Rating</td>
<td>a</td>
<td>2018</td>
<td>Annually</td>
<td>Survey</td>
<td>PPD and Inspectorate / Quality Assurance Directorate</td>
</tr>
<tr>
<td></td>
<td>Intervention 3.3b: Provision of capacity development training based on a comprehensive MEST staff development programme</td>
<td>Service Delivery Rating</td>
<td>a</td>
<td>2018</td>
<td>Annually</td>
<td>Survey, HR</td>
<td>Office of the PS, Human Resource Unit</td>
</tr>
<tr>
<td></td>
<td>Intervention 3.3c: Provide inputs and resources to (i) make possible timely release of WAEC results to schools, and (ii) carry out analysis of the performance of schools and candidates in the examinations</td>
<td>No. of days taken for release of results and Pass Rates for BECE and WASSCE</td>
<td>75</td>
<td>2018</td>
<td>Annually</td>
<td>Exam results and release dates</td>
<td>Office of the CEO</td>
</tr>
<tr>
<td></td>
<td>Intervention 3.3d: Introduce Performance Based Financing (PBF) by the GoSL for the financing of schools, colleges, polytechnics and universities</td>
<td>No. of institutions meeting requirements for full PBF</td>
<td>a</td>
<td>2018</td>
<td>Annually</td>
<td>PBF Disbursement Reports, School assessments by DEOs</td>
<td>MOFED, PPD, QAD/Inspectorate</td>
</tr>
<tr>
<td>Strategic Outcome</td>
<td>Intervention name</td>
<td>Indicator Name</td>
<td>Indicator Targets</td>
<td>Data collection</td>
<td></td>
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<tr>
<td>3.4 - Timely, Reliable and Accurate Data and Information on Education Readily Available, Accessible and in Use</td>
<td>Intervention 3.4a: Equip and empower each DEO to collect and analyse data on education in the district in which it is located</td>
<td>% of DEO able to collect own data for ASC and display overall totals</td>
<td>2018</td>
<td>2019</td>
<td>2020</td>
<td>Frequency</td>
<td>Source</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30%</td>
<td>100%</td>
<td>100%</td>
<td>Monthly</td>
<td>DEO reports</td>
</tr>
<tr>
<td></td>
<td>Intervention 3.4b: Enable Paramount Chiefs to participate in the education monitoring / validation process and produce termly reports on education in their Chiefdom</td>
<td>% of PCs submitting termly reports on time</td>
<td></td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
<td>Termly</td>
</tr>
<tr>
<td></td>
<td>Intervention 3.4c: Strengthen EMIS to become a ‘one-stop shop’ for all MEST data on education</td>
<td>EMIS Data Desk established &amp; functioning + Website Data Access Point</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>One off</td>
<td>EMIS team, Website review</td>
</tr>
<tr>
<td></td>
<td>Intervention 3.4.d: Strengthen and improve partner coordination</td>
<td>4W Database operational - partner interventions evenly distributed and duplication minimised</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Every 6 months</td>
<td>Database review</td>
</tr>
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</table>
Matrix 3.2 - Focus Area: System Strengthening - Interventions – Costed Multi-Year Action Plan

Shown below are interventions and details on associated activities including estimated costs. Note that costs are in US$. 

<table>
<thead>
<tr>
<th>BUDGET ASSUMPTIONS</th>
<th>Expected result or output</th>
<th>Cost Description</th>
<th>Unit Type</th>
<th>Unit Cost</th>
<th>Quantity, 2018</th>
<th>Quantity, 2019</th>
<th>Quantity, 2020</th>
<th>Cost 2018</th>
<th>Cost 2019</th>
<th>Cost 2020</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Intervention 3.1a: Obtain support to staff up the highest priority MEST HQ professional staff vacancies</td>
<td>14 High priority MEST positions filled</td>
<td>Salary</td>
<td>Salary</td>
<td>15,000</td>
<td>4</td>
<td>10</td>
<td>14</td>
<td>60,000</td>
<td>150,000</td>
<td>210,000</td>
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<tr>
<td></td>
<td>Sub-total</td>
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<td>420,000</td>
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<tr>
<td>31</td>
<td>Intervention 3.1b: Secure the support necessary for TSC to be able to fill key HQ positions and become fully functional</td>
<td>14 key TSC positions filled</td>
<td>Salary</td>
<td>Salary</td>
<td>15,000</td>
<td>4</td>
<td>10</td>
<td>14</td>
<td>60,000</td>
<td>150,000</td>
<td>210,000</td>
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<td>420,000</td>
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<tr>
<td>32</td>
<td>Intervention 3.2: Develop and maintain clean teacher payroll and records</td>
<td>20% fewer written complaints about payroll + records received by TSC + 95% of teachers in GoSL + Assisted schools approved for financial support on payroll</td>
<td>Periodic checking and cleaning as necessary</td>
<td>Per annual check + cleaning</td>
<td>50,000</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>50,000</td>
<td>50,000</td>
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<tr>
<td></td>
<td>Move from paper to digital teacher records</td>
<td>Support</td>
<td>500,000</td>
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<td>500,000</td>
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<td>1,000,000</td>
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<td>Sub-total</td>
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<td>1,150,000</td>
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### Intervention 3.3a: Disseminate the MEST Service Charter widely and conduct an annual education service delivery survey

- **Expected result or output:** 20% increase in Service Delivery Rating
- **Cost Description:** Finalise and print service delivery charter
- **Unit Type:** Total cost for finalisation and printing
- **Unit Cost:** 100,000
- **Quantity, 2018:** 1
- **Cost 2018:** 100,000
- **Quantity, 2019:** 0
- **Cost 2019:** 0
- **Quantity, 2020:** 0
- **Cost 2020:** 0
- **Total Cost:** 100,000

**Printing survey**
- **Cost Description:** Per Printed survey form
- **Unit Type:** 2
- **Unit Cost:** 9,000
- **Quantity, 2019:** 9,000
- **Cost 2019:** 18,000
- **Quantity, 2020:** 0
- **Cost 2020:** 18,000
- **Total Cost:** 36,000

**Service Delivery survey**
- **Cost Description:** Per survey
- **Unit Type:** 100,000
- **Quantity, 2018:** 1
- **Cost 2018:** 100,000
- **Quantity, 2019:** 1
- **Cost 2019:** 100,000
- **Quantity, 2020:** 1
- **Cost 2020:** 100,000
- **Total Cost:** 300,000

**Sub-total**
- **Total Cost:** 436,000

### Intervention 3.3b: Provision of capacity development training based on a comprehensive MEST staff development programme

- **Expected result or output:** 20% increase in Service Delivery Rating
- **Cost Description:** Development of a comprehensive staff training/development plan
- **Unit Type:** Admin / Support
- **Unit Cost:** 50,000
- **Quantity, 2018:** 1
- **Cost 2018:** 50,000
- **Quantity, 2019:** 0
- **Cost 2019:** 0
- **Quantity, 2020:** 0
- **Cost 2020:** 0
- **Total Cost:** 50,000

**Train MEST staff**
- **Cost Description:** Training programmes
- **Unit Type:** 5,000
- **Unit Cost:** 30
- **Quantity, 2018:** 30
- **Cost 2018:** 150,000
- **Quantity, 2019:** 30
- **Cost 2019:** 150,000
- **Quantity, 2020:** 30
- **Cost 2020:** 150,000
- **Total Cost:** 450,000

**Sub-total**
- **Total Cost:** 500,000

### Intervention 3.3c: Provide inputs and resources to (i) make possible timely release of WAEC results to schools, and (ii) carry out analysis of the performance of schools and candidates in the examinations

- **Expected result or output:** Release of results and Pass Rates for BECE and WASSCE within 70 days
- **Cost Description:** Support to reform process
- **Unit Type:** Support and equipment
- **Unit Cost:** 200,000
- **Quantity, 2018:** 1
- **Cost 2018:** 200,000
- **Quantity, 2019:** 0
- **Cost 2019:** 0
- **Quantity, 2020:** 0
- **Cost 2020:** 0
- **Total Cost:** 200,000

**Training in data analysis and reporting**
- **Cost Description:** Support
- **Unit Type:** 50,000
- **Quantity, 2018:** 1
- **Cost 2018:** 50,000
- **Quantity, 2019:** 0
- **Cost 2019:** 0
- **Quantity, 2020:** 0
- **Cost 2020:** 0
- **Total Cost:** 50,000

**Annual district level workshop**
- **Cost Description:** Per district level Workshop
- **Unit Type:** 25,000
- **Quantity, 2018:** 14
- **Cost 2018:** 350,000
- **Quantity, 2019:** 14
- **Cost 2019:** 350,000
- **Quantity, 2020:** 14
- **Cost 2020:** 350,000
- **Total Cost:** 1,050,000

**Sub-total**
- **Total Cost:** 1,300,000
<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Expected result or output</th>
<th>Cost Description</th>
<th>Unit Type</th>
<th>Unit Cost</th>
<th>Quantity, 2018</th>
<th>Quantity, 2019</th>
<th>Quantity, 2020</th>
<th>Cost 2018</th>
<th>Cost 2019</th>
<th>Cost 2020</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Intervention 3.3d: Introduce Performance Based Financing (PBF) by the GoSL for the financing of schools, colleges, polytechnics and universities</td>
<td>30% more institutions meeting requirements for full PBF</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Covered in the overall sector budget (macro-model)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Intervention 3.4a: Equip and empower each DEO to collect and analyse data on education in the district in which it is located</td>
<td>100% of DEOs able to collect own data for ASC and display overall totals</td>
<td>Training of DEO’s</td>
<td>Systems and tools</td>
<td>300</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>36,000</td>
<td>36,000</td>
<td>36,000</td>
<td>108,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Content</td>
<td>50,000</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 days of training</td>
<td>90</td>
<td>240</td>
<td>240</td>
<td>240</td>
<td>21,600</td>
<td>21,600</td>
<td>21,600</td>
<td>64,800</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Sub-total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>107,600</td>
<td>57,600</td>
<td>57,600</td>
</tr>
<tr>
<td>38</td>
<td>Intervention 3.4b: Enable Paramount Chiefs to participate in the education monitoring/validation process and produce termly reports on education in their Chiefdom</td>
<td>100% of PCs submitting termly report on time</td>
<td>Training of Paramount Chiefs</td>
<td>3 days of training</td>
<td>450</td>
<td>149</td>
<td>149</td>
<td>149</td>
<td>67,050</td>
<td>67,050</td>
<td>67,050</td>
<td>201,150</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Report creation</td>
<td>Termly reports</td>
<td>100</td>
<td>149</td>
<td>149</td>
<td>149</td>
<td>14,900</td>
<td>14,900</td>
<td>14,900</td>
<td>44,700</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Sub-total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>81,950</td>
<td>81,950</td>
<td>81,950</td>
</tr>
<tr>
<td>39</td>
<td>Intervention 3.4c: Strengthen EMIS to become a ‘one-stop shop’ for all MEST data on education</td>
<td>EMIS Data Desk established &amp; functioning + Website Data Access Point</td>
<td>Identify capacity gaps</td>
<td>Per capacity gap report</td>
<td>20,000</td>
<td>1</td>
<td></td>
<td>0</td>
<td>20,000</td>
<td>0</td>
<td>20,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Improve EMIS systems</td>
<td>Lump sum procurement</td>
<td>250,000</td>
<td>1</td>
<td></td>
<td>0</td>
<td>250,000</td>
<td>0</td>
<td>250,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Sub-total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>270,000</td>
<td>0</td>
</tr>
<tr>
<td>40</td>
<td>Intervention 3.4d: Strengthen and improve partner coordination</td>
<td>4W Database operational - partner interventions evenly distributed and duplication minimised</td>
<td>Data collection and monitoring</td>
<td>Per annum data collection</td>
<td>15,000</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td>45,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Sub-total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
</tr>
</tbody>
</table>
4 - EMERGENCY PREPAREDNESS AND RESPONSE

Strategic Outcomes and Interventions
The education sector in Sierra Leone was unprepared for the Ebola epidemic when it arrived and so it struggled for a short while before getting itself organised. Even so supplies arrived at many schools a little late and some activities intended for the Ebola emergency period are only coming on stream now more than 18 months after the end of the epidemic. Notwithstanding, valuable lessons were learnt and this section of the Implementation Plan is one result.

Even in the absence of an Ebola epidemic, the education system is confronted regularly with local emergencies for which it is unprepared. An attempt to address this unpreparedness is presented in what follows.

Focus Area: Emergency Preparedness and Response
To strengthen the Emergency Preparedness and Response within the education system, the following strategic outcomes and interventions have been selected for the ESP 2018-2020:


S.O. 4.2 - Dissemination, awareness creation, training and drills to ensure readiness to act according to the Emergency Preparedness and Response Plan

• Intervention 4.2a: Provision of sensitisation and awareness raising on the Emergency Preparedness and Response Plan as well as necessary training.
• Intervention 4.2b: Establish strong coordination with the Situation Room for real time data and information dissemination and further, disseminate information through the Ministry’s EMIS and Website.
# Matrix 4.1 – Results Framework - Focus Area: Emergency Preparedness and Response S.Os, Interventions, Indicators, Annual Targets and Responsibilities

<table>
<thead>
<tr>
<th>Strategic Outcome</th>
<th>Intervention name</th>
<th>Indicator Name</th>
<th>Indicator Targets</th>
<th>Data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 - Dissemination, awareness creation, training and drills to ensure readiness to act according to the Emergency Preparedness and Response Plan</td>
<td>Intervention 4.2a: Provision of sensitisation and awareness raising on the Emergency Preparedness and Response Plan as well as necessary training</td>
<td>Jingles, posters, etc., in use and in all educational institutions as well as MEST offices</td>
<td>2018: Yes, 2019: Yes, 2020: Yes</td>
<td>Frequency: Every 6 months, Source: DEO reports, Responsible: Inspectorate, Planning and Policy Directorate</td>
</tr>
<tr>
<td></td>
<td>Intervention 4.2b: Establishment of strong coordination with the Situation Room for real time data and information dissemination and further, disseminate information through the Ministry’s EMIS and Website</td>
<td>Updated information on the website</td>
<td>2018: Yes, 2019: Yes, 2020: Yes</td>
<td>Frequency: Every 6 months, Source: Website review, Responsible: PPD, Situation Room, ICT Unit</td>
</tr>
</tbody>
</table>
Matrix 4.2 - Focus Area: Emergency Preparedness and Response Interventions – Costed Multi-Year Action Plan  
Shown below are interventions and details on associated activities including estimated costs. Note that costs are in US$.

<table>
<thead>
<tr>
<th>BUDGET ASSUMPTIONS</th>
<th>Activity</th>
<th>Expected result or output</th>
<th>Cost Description</th>
<th>Unit Type</th>
<th>Unit Cost</th>
<th>Quantity, 2018</th>
<th>Quantity, 2019</th>
<th>Quantity, 2020</th>
<th>Cost 2018</th>
<th>Cost 2019</th>
<th>Cost 2020</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>Intervention 4.1: Development, Printing and Distribution of an Emergency Preparedness and Response Plan, Handbook, and Phone Directory for all Educational Institutions</td>
<td>100% of institutions have the EPRP handbook and phone directory</td>
<td>Development and printing</td>
<td>Development and validation lump sum</td>
<td>100,000</td>
<td>1</td>
<td></td>
<td></td>
<td>100,000</td>
<td>0</td>
<td>0</td>
<td>100,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Printing and distribution</td>
<td>Per distributed copy</td>
<td>2</td>
<td>9,000</td>
<td>9,000</td>
<td>18,000</td>
<td>0</td>
<td>18,000</td>
<td>36,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Updating</td>
<td>5,000</td>
<td>1</td>
<td>0</td>
<td>5,000</td>
<td>0</td>
<td>5,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sub-total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>118,000</td>
<td>5,000</td>
<td>18,000</td>
<td>141,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Intervention 4.2a: Provision of sensitisation and awareness raising on the Emergency Preparedness and Response Plan as well as necessary training</td>
<td>Jingles, posters, etc., in use and in all educational institutions as well as MEST offices</td>
<td>Trainings and communications</td>
<td>Trainings and sensitisation per district per annum</td>
<td>10,000</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>140,000</td>
<td>140,000</td>
<td>140,000</td>
<td>420,000</td>
</tr>
<tr>
<td></td>
<td>Sub-total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>140,000</td>
<td>140,000</td>
<td>140,000</td>
<td>420,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Intervention 4.2b: Establish strong coordination with the Situation Room for real time data and information dissemination and further, disseminate information through the Ministry’s EMIS and Website</td>
<td>Updated information on the website</td>
<td>Data collection and systems integration</td>
<td>Data and monitoring systems support per annum (including support for website)</td>
<td>200,000</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>200,000</td>
<td>200,000</td>
<td>200,000</td>
<td>600,000</td>
</tr>
<tr>
<td></td>
<td>Sub-total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>200,000</td>
<td>200,000</td>
<td>200,000</td>
<td>600,000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The total cost of implementing this ESP over its three year lifetime is estimated as Leone 3,932,274 million i.e. approximately Le3.93 trillion. This amount includes the cost of teacher salaries, payments to Local Councils and other costs shown in Table 5.2. The total cost for interventions with costs detailed in this implementation plan is Leone 866,038 million i.e. US$115,471,692.

The cost of implementing each of the focus areas and carrying out the institutional arrangements are shown in the table below for each of the 3 years as well as the totals.

Table 5.1 – Estimated Cost of Focus Areas of ESP Excluding the Salaries of Teachers and what should come from Education Allocation in the National Budget.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost 2018 ($)</th>
<th>Cost 2019 ($)</th>
<th>Cost 2020 ($)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS, RELEVANCE AND COMPLETION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention 1.1a: Reduce the cost of schooling to parents and households by ensuring school subsidies are reviewed and disbursed on time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Intervention 1.1b: Encourage and motivate parents and communities to have children start primary schooling at the official starting age of 6 years</td>
<td>328,800</td>
<td>278,800</td>
<td>278,800</td>
<td>886,400</td>
</tr>
<tr>
<td>Intervention 1.2a: Develop a policy and costed action plan to guide expansion of quality pre-school education and improve MEST capacity to deliver</td>
<td>230,000</td>
<td>30,000</td>
<td>30,000</td>
<td>290,000</td>
</tr>
<tr>
<td>Intervention 1.2b: Develop strategy and costed action plan for expansion of public pre-school education in existing primary schools, and continue the development and piloting of community-based cost effective pre-primary education models</td>
<td>1,298,000</td>
<td>1,248,000</td>
<td>1,148,000</td>
<td>3,694,000</td>
</tr>
<tr>
<td>Intervention 1.3a: Improved Government led school feeding programme through the establishment of strong partnerships</td>
<td>12,489,800</td>
<td>11,232,000</td>
<td>11,232,000</td>
<td>34,953,800</td>
</tr>
<tr>
<td>Intervention 1.4a: Expand the tuition support programme for girls at JSS level to improve gender parity</td>
<td>2,750,000</td>
<td>2,750,000</td>
<td>2,750,000</td>
<td>8,250,000</td>
</tr>
<tr>
<td>Intervention 1.4b: Formalise the policy for re-entry of teenage mothers into the school system</td>
<td>160,000</td>
<td>816,000</td>
<td>1,472,000</td>
<td>2,448,000</td>
</tr>
<tr>
<td>Intervention 1.4c: Ensure all schools are safe for girls through curbing sexual violence and exploitation in schools</td>
<td>238,000</td>
<td>138,000</td>
<td>138,000</td>
<td>514,000</td>
</tr>
<tr>
<td>Activity</td>
<td>Cost 2018 ($)</td>
<td>Cost 2019 ($)</td>
<td>Cost 2020 ($)</td>
<td>Total</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td>Intervention 1.5a: Ensure equity by providing scholarships to SSS</td>
<td>450,000</td>
<td>450,000</td>
<td>450,000</td>
<td>1,350,000</td>
</tr>
<tr>
<td>students satisfying predefined criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention 1.6a: Construct additional fully functional and equipped</td>
<td>5,770,000</td>
<td>5,770,000</td>
<td>5,770,000</td>
<td>17,310,000</td>
</tr>
<tr>
<td>classrooms and facilities to accommodate current and projected demand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as well as phase out double-shift schooling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention 1.6b: Ensure that at least 15% of existing schools have</td>
<td>1,260,000</td>
<td>1,260,000</td>
<td>1,260,000</td>
<td>3,780,000</td>
</tr>
<tr>
<td>ramps for students with disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention 1.7a: Develop an implementation plan for the TVET policy</td>
<td>100,000</td>
<td>0</td>
<td>0</td>
<td>100,000</td>
</tr>
<tr>
<td>Intervention 1.7b: Formal constitution and operationalisation of NCTVE</td>
<td>200,000</td>
<td>250,000</td>
<td>250,000</td>
<td>700,000</td>
</tr>
<tr>
<td>Intervention 1.7c: Strengthen and streamline Public/Private Partnership</td>
<td>100,000</td>
<td>0</td>
<td>0</td>
<td>100,000</td>
</tr>
<tr>
<td>in provision of TVET</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention 1.8a: Develop a higher education strategy/framework to</td>
<td>100,000</td>
<td>0</td>
<td>0</td>
<td>100,000</td>
</tr>
<tr>
<td>consolidate the policies for addressing equitable growth, quality, and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relevance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention 1.8b: Provide better targeted financial support (</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>scholarships/grants/loans) to the neediest students, and continue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>support for students with disabilities as well as females in STEM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Science, Technology, Engineering and Mathematics)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention 1.9a: Provide accelerated primary education for older</td>
<td>698,000</td>
<td>806,000</td>
<td>881,000</td>
<td>2,385,000</td>
</tr>
<tr>
<td>children and youths aged 10 to 15 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention 1.9b: Increase and regularise the funding for</td>
<td>698,000</td>
<td>806,000</td>
<td>881,000</td>
<td>2,385,000</td>
</tr>
<tr>
<td>non-formal and adult education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUALITY, RELEVANCE AND INTEGRITY</td>
<td>9,704,707</td>
<td>11,582,582</td>
<td>8,767,554</td>
<td>30,054,842</td>
</tr>
<tr>
<td>Intervention 2.1a: Conduct annual sample-based learning assessment for</td>
<td>1,500,000</td>
<td>1,500,000</td>
<td>1,500,000</td>
<td>4,500,000</td>
</tr>
<tr>
<td>selected pupil levels in English Language Arts and mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention 2.1b: Undertake curriculum revision/</td>
<td>1,621,993</td>
<td>1,154,068</td>
<td>1,189,040</td>
<td>3,965,100</td>
</tr>
<tr>
<td>updating and reform as necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Cost 2018 ($)</td>
<td>Cost 2019 ($)</td>
<td>Cost 2020 ($)</td>
<td>Total</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td>Intervention 2.1c: Stimulate greater interest and uptake of the sciences by stimulating interest in the sciences starting at the early primary level and supporting the establishment / rehabilitation of equipped science laboratories, starting with two secondary schools per district</td>
<td>100,000</td>
<td>3,090,800</td>
<td>240,800</td>
<td>3,431,600</td>
</tr>
<tr>
<td>Intervention 2.1d: Undertake studies in assessment, performance and employability of learners</td>
<td>100,000</td>
<td>100,000</td>
<td>100,000</td>
<td>300,000</td>
</tr>
<tr>
<td>Intervention 2.2a: Take the necessary actions to ensure that 100% of educational institutions in operation meet MEST minimum standards together with other requirements spelt out in a revised/updated 2010 Education Policy</td>
<td>75,000</td>
<td>0</td>
<td>0</td>
<td>75,000</td>
</tr>
<tr>
<td>Intervention 2.3a: Sensitise learners on their rights, responsibilities and referral channels in regards to corruption and exploitation at primary, JSS, SSS, TVET, HEIs and Learning Centre</td>
<td>190,000</td>
<td>90,000</td>
<td>90,000</td>
<td>370,000</td>
</tr>
<tr>
<td>Intervention 2.3b: Develop and implement a National Strategy and Action Plan on Examination Malpractices, Unethical and Corrupt Practices in Education</td>
<td>104,500</td>
<td>4,500</td>
<td>4,500</td>
<td>113,500</td>
</tr>
<tr>
<td>Intervention 2.4a: Establish and implement a system for the professional development, induction and continuous development of teachers and school heads making use of what has been learnt from interventions such as the lesson plans introduced in 2017</td>
<td>3,052,314</td>
<td>2,952,314</td>
<td>2,952,314</td>
<td>8,956,942</td>
</tr>
<tr>
<td>Intervention 2.4b: Develop and implement a set of reforms in pre-service education that are consistent with norms and standards for effective teacher performance</td>
<td>100,000</td>
<td>30,000</td>
<td>30,000</td>
<td>160,000</td>
</tr>
<tr>
<td>Intervention 2.4c: Build strong foundation for early learning through training of early grade teachers in reading, writing and mathematics</td>
<td>2,580,900</td>
<td>2,480,900</td>
<td>2,480,900</td>
<td>7,542,700</td>
</tr>
<tr>
<td>Intervention 2.4d: Establish and implement a system for strengthening the management of the teacher workforce (recruitment, deployment, promotion, etc.)</td>
<td>280,000</td>
<td>180,000</td>
<td>180,000</td>
<td>640,000</td>
</tr>
<tr>
<td><strong>SYSTEM STRENGTHENING</strong></td>
<td><strong>1,874,550</strong></td>
<td><strong>1,892,550</strong></td>
<td><strong>1,242,550</strong></td>
<td><strong>5,009,650</strong></td>
</tr>
<tr>
<td>Intervention 3.1a: Obtain support to staff up the highest priority MEST HQ professional staff vacancies</td>
<td>60,000</td>
<td>150,000</td>
<td>210,000</td>
<td>420,000</td>
</tr>
<tr>
<td>Intervention 3.1b: Secure the support necessary for TSC to be able to fill key HQ positions and become fully functional</td>
<td>60,000</td>
<td>150,000</td>
<td>210,000</td>
<td>420,000</td>
</tr>
<tr>
<td>Activity</td>
<td>Cost 2018 ($)</td>
<td>Cost 2019 ($)</td>
<td>Cost 2020 ($)</td>
<td>Total</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<td>-----------</td>
</tr>
<tr>
<td>Intervention 3.3a: Disseminate the MEST Service Charter widely and conduct an annual education service delivery survey</td>
<td>200,000</td>
<td>118,000</td>
<td>118,000</td>
<td>436,000</td>
</tr>
<tr>
<td>Intervention 3.3b: Provision of capacity development training based on a comprehensive MEST staff development programme</td>
<td>200,000</td>
<td>150,000</td>
<td>150,000</td>
<td>500,000</td>
</tr>
<tr>
<td>Intervention 3.3c: Provide inputs and resources to (i) make possible timely release of WAEC results to schools, and (ii) carry out analysis of the performance of schools and candidates in the examinations</td>
<td>600,000</td>
<td>350,000</td>
<td>350,000</td>
<td>1,300,000</td>
</tr>
<tr>
<td>Intervention 3.3d: Introduce Performance Based Financing (PBF) by the GoSL for the financing of schools, colleges, polytechnics and universities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Intervention 3.4a: Equip and empower each DEO to collect and analyse data on education in the district in which it is located</td>
<td>107,600</td>
<td>57,600</td>
<td>57,600</td>
<td>222,800</td>
</tr>
<tr>
<td>Intervention 3.4b: Enable Paramount Chiefs to participate in the education monitoring/validation process and produce termly reports on education in their Chiefdom</td>
<td>81,950</td>
<td>81,950</td>
<td>81,950</td>
<td>245,850</td>
</tr>
<tr>
<td>Intervention 3.4c: Strengthen EMIS to become a ‘one-stop shop’ for all MEST data on education</td>
<td>0</td>
<td>270,000</td>
<td>0</td>
<td>270,000</td>
</tr>
<tr>
<td>Intervention 3.4d: Strengthen and improve partner coordination</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td>45,000</td>
</tr>
<tr>
<td><strong>EMERGENCY PREPAREDNESS AND RESPONSE</strong></td>
<td><strong>458,000</strong></td>
<td><strong>345,000</strong></td>
<td><strong>358,000</strong></td>
<td><strong>1,161,000</strong></td>
</tr>
<tr>
<td>Intervention 4.1: Development, Printing and Distribution of an Emergency Preparedness and Response Plan, Handbook, and Phone Directory for all Educational Institutions</td>
<td>118,000</td>
<td>5,000</td>
<td>18,000</td>
<td>141,000</td>
</tr>
<tr>
<td>Intervention 4.2a: Provision of sensitisation and awareness raising on the Emergency Preparedness and Response Plan as well as necessary training</td>
<td>140,000</td>
<td>140,000</td>
<td>140,000</td>
<td>420,000</td>
</tr>
<tr>
<td>Intervention 4.2b: Establish strong coordination with the Situation Room for real time data and information dissemination and further, disseminate information through the Ministry’s EMIS and Website</td>
<td>200,000</td>
<td>200,000</td>
<td>200,000</td>
<td>600,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38,907,857</strong></td>
<td><strong>39,654,932</strong></td>
<td><strong>36,908,904</strong></td>
<td><strong>115,471,692</strong></td>
</tr>
</tbody>
</table>
The above totals exclude the estimated salaries of teachers at the different school levels and other expenditures as shown below.

### Table 5.2 – Yearly Cost of the 2018 -2020 ESP in Millions of Leones

<table>
<thead>
<tr>
<th>Cost Areas</th>
<th>2018 (LeM)</th>
<th>2019 (LeM)</th>
<th>2020 (LeM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ Salary</td>
<td>410,445.7</td>
<td>477,519.2</td>
<td>551,548.3</td>
</tr>
<tr>
<td>Education staff (MEST Staff)</td>
<td>7,940.2</td>
<td>9,237.7</td>
<td>10,669.9</td>
</tr>
<tr>
<td>Recurrent (Non-salary, Non-Interest recurrent exp)</td>
<td>369,572.7</td>
<td>452,908.9</td>
<td>482,306.8</td>
</tr>
<tr>
<td>Transfers to Local Councils for Education Services</td>
<td>62,200.2</td>
<td>98,290.5</td>
<td>117,736.1</td>
</tr>
<tr>
<td>Capital Expenditure (domestic)</td>
<td>4,930.0</td>
<td>5,430.0</td>
<td>5,500.0</td>
</tr>
<tr>
<td>Implementation Plan Activities</td>
<td>291,809</td>
<td>297,412</td>
<td>276,817</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,146,898</strong></td>
<td><strong>1,340,798</strong></td>
<td><strong>1,444,578</strong></td>
</tr>
</tbody>
</table>

The interventions by sub-sector are shown in the Annex II. Annex I is the M&E Framework Matrix.
### ANNEX I – M&E FRAMEWORK MATRIX – PART 1

#### 2018-2020 ESP Monitoring and Evaluation Framework

<table>
<thead>
<tr>
<th>Theme</th>
<th>Input intervention</th>
<th>Performance Indicator</th>
<th>Baseline Assumption</th>
<th>Milestone/Target 2018</th>
<th>Actual 2019</th>
<th>Milestone/Target 2020</th>
<th>Actual 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Equity and Completion</td>
<td>1.1a: Reduce the cost of schooling to parents and households (primary)</td>
<td>% of 6-11 years old out of school / Girls out</td>
<td>N/A</td>
<td>25%/a%</td>
<td>20%/a%-7%</td>
<td>15%/a%-15%</td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.1b: Encourage and motivate parents and communities to</td>
<td>Primary/Class 1 NIR/Girls</td>
<td>N/A</td>
<td>a%/a%</td>
<td>a+3%</td>
<td>a+6%</td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>have children start primary schooling at the official starting age of 6 years</td>
<td>Primary/Class 1 NIR/Girls</td>
<td>N/A</td>
<td>a%/a%</td>
<td>a+3%</td>
<td>a+6%</td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.2a: Develop a policy and costed action plan to guide</td>
<td>Pre-primary GIR/Girls</td>
<td>Policy not available</td>
<td>14%/a%</td>
<td>19%/a%+6%</td>
<td>24%/a%+11%</td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>expansion of quality pre-school education</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.2b: Develop strategy for expansion of public pre-school education in existing</td>
<td>Pre-primary GER - 9% increase by 2020 relative to baseline</td>
<td>11%</td>
<td>12%</td>
<td>16%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>primary schools, and continuing the development and piloting of</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Access Equity and Completion</td>
<td>community-based cost effective pre-primary education models</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.3a: Improved government-led school feeding programme through the</td>
<td>% of govt. &amp; govt- assisted schools benefiting from the national school</td>
<td>N/A</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>establishment of strong partnerships</td>
<td>feeding programs</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.4a: Expand the tuition support programme for girls at JSS level to</td>
<td>Primary to JSS Transition Rate for Girls - 10% increase by 2020</td>
<td>84%</td>
<td>88%</td>
<td>91%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td>Input intervention</td>
<td>Performance Indicator</td>
<td>Baseline Assumption</td>
<td>Milestone/Target Actual</td>
<td>Milestone/Target Actual</td>
<td>Milestone/Target Actual</td>
<td>Actual</td>
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<td></td>
<td></td>
<td></td>
<td>2016/17</td>
<td>2018</td>
<td>2019</td>
<td>2020</td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion 1.4b</td>
<td>Formalise policy for re-entry of teenage mothers into the school system</td>
<td>JSS GER for girls - 7% increase between 2018 and 2020</td>
<td>N/A</td>
<td>60%</td>
<td>63%</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion 1.4c</td>
<td>All schools are safe for girls through curbing sexual violence and exploitation in schools</td>
<td>JSS GCR/PCR for girls - 10% increase between 2018 and 2020</td>
<td>N/A</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion 1.5a</td>
<td>Ensure equity by providing scholarships to SSS students satisfying predefined criteria</td>
<td>GER + GPI - % increases as shown in table</td>
<td>N/A</td>
<td>29%/0.92</td>
<td>30%/0.93</td>
<td>32%/0.96</td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion 1.6a</td>
<td>Construct additional fully functional and equipped classrooms to accommodate current and projected demand as well as phase out double-shift schooling</td>
<td>% Prim., JS; SS categorised as over-crowded + No. of classrooms constructed</td>
<td>Pri-35%, JSS-30%, SS-25% + 200 classrooms + 5 new JSS/SSS</td>
<td>Pri-30%, JSS-25%, SS-20% + 200 classrooms + 5 new JSS/SSS</td>
<td>Pri-25%, JSS-20%, SS-15% + 200 classrooms + 5 new JSS/SSS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion 1.6b</td>
<td>Ensure at least 15% of existing schools have ramps for students with disability</td>
<td>Number of schools given ramps</td>
<td>N/A</td>
<td>450</td>
<td>450</td>
<td>450</td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion 1.7a</td>
<td>Develop an implementation plan of the TVET policy</td>
<td>Implementation plan developed and in use</td>
<td>TVET policy available, Implementation plan not available</td>
<td>TVET policy available and in use, approved implementation plan available and in use</td>
<td>TVET functions guided by a policy and an implementation plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion 1.7b</td>
<td>Formal constitution and operationalisation of NCTVE</td>
<td>Fully functional NCTVE guided by a constitution</td>
<td>No NCTVE constitution and NCTVE not operationalised</td>
<td>Draft of Formal Constitution available by end of 2018</td>
<td>Approved constitution available and in use</td>
<td>Approved constitution available and in use</td>
<td></td>
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</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.7c: Strengthen and streamline Public/Private partnership in provision of TVET</td>
<td>Additional PPP established to boost support to TVET activities - 20 by 2020</td>
<td>No TVET PPP</td>
<td>5</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.8a: Develop a higher education strategy/ framework to consolidate the policies</td>
<td>Stakeholders rating of higher education</td>
<td>N/A</td>
<td>A%</td>
<td>B = A + 10%</td>
<td></td>
<td>B + 10%</td>
</tr>
<tr>
<td></td>
<td>for addressing equitable growth, quality, and relevance</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.8b: Provide better targeted financial support (scholarships/ grants/ loans)</td>
<td>GPI + % Students with disabilities in HEd - GPI increases by 0.15 by 2020 and % of</td>
<td>Scholarship-GoSL</td>
<td>A/A%</td>
<td>B = (A+0.05)</td>
<td></td>
<td>B + 0.15</td>
</tr>
<tr>
<td></td>
<td>to the neediest students, and continue support for students with disabilities as</td>
<td>students with disability in HEd by 3%</td>
<td>grant-in-aid and</td>
<td>B% = A%+1%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>well as females in STEM (Science, Technology, Engineering and Mathematics)</td>
<td></td>
<td>other multilateral</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>scholarships to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.9a: Provide accelerated primary education for older children and youth ages of</td>
<td>No. registered in programme - Increases by 20% by 2020</td>
<td>N/A</td>
<td>A</td>
<td>B = A + 10%</td>
<td></td>
<td>C = A + 20%</td>
</tr>
<tr>
<td>Theme</td>
<td>Input intervention</td>
<td>Performance Indicator</td>
<td>Baseline Assumption</td>
<td>Milestone/Target 2018</td>
<td>Actual 2019</td>
<td>Milestone/Target 2020</td>
<td>Actual 2020</td>
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</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.9b: Increase and regularise the funding for non-formal and adult education</td>
<td>Literacy rate - Increases by 4% between 2018 and 2020</td>
<td>N/A</td>
<td>52%</td>
<td>54%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.1a: Conduct annual sample-based learning assessment for selected pupil levels in English Language Arts and mathematics</td>
<td>Learning Assessment - % at expected Prim + JS learning / performance level</td>
<td>N/A</td>
<td>A%</td>
<td>a+10%</td>
<td>a+10%</td>
<td></td>
</tr>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.1b: Undertake curriculum revision/updating and reform as necessary</td>
<td>Teachers trained in use of updated SSS curriculum</td>
<td>N/A</td>
<td>20,983</td>
<td>20,983</td>
<td>21,619</td>
<td></td>
</tr>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.1e: Stimulate greater interest and uptake of the sciences by stimulating interest in the sciences starting at the early primary level and supporting the establishment/rehabilitation of equipped science laboratories, starting with two secondary schools per district</td>
<td>Pass Rates in Int. Sc. at BECE and in Bio and Chem at WASSCE</td>
<td>64%-BECE, WASSCE; BIO-50%, CHEM-30%</td>
<td>67%-BECE, WASSCE; BIO-54%, CHEM-35%</td>
<td>70%-BECE, WASSCE; BIO-58%, CHEM-40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.1d: Undertake studies in assessment, performance and employability of learners</td>
<td>All Findings of studies made public</td>
<td>Few studies made public</td>
<td>1 Study finding made public</td>
<td>1 Study finding made public</td>
<td>1 Study finding made public</td>
<td></td>
</tr>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.2a: Take the necessary actions to ensure that 100% of educational institutions in operation meet MEST minimum standards together with other requirements spelt out in a revised/updated 2010 Education Policy</td>
<td>% of institutions at different levels meeting minimum standards + Updated Ed. Policy in use - 100% by 2020</td>
<td>N/A</td>
<td>25%</td>
<td>60%</td>
<td>100%</td>
<td></td>
</tr>
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</tr>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.3a: Sensitise learners on their rights and referral channels in regards to corruption and exploitation at JSS, SSS, TVET, HEIs and learning centres</td>
<td>No. of institutions complying - A total of 9,000 by 2020</td>
<td>N/A</td>
<td>2000</td>
<td>6000</td>
<td>9000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quality Relevance and Integrity 2.3b: Develop and implement a National Strategy and Action Plan on Examination Malpractices, Unethical and Corrupt Practices in Education</td>
<td>Exam malpractices reported as % of 2018 baseline + implementation of Action Plan</td>
<td>No National Strategy and Action Plan on Examination Malpractices, unethical and corrupt practices in education in existence</td>
<td>A% + Yes</td>
<td>(a*40%) + Yes</td>
<td>(a*20%) + Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quality Relevance and Integrity 2.4a: Establish and implement a system for the professional development, induction and continuous development of teachers and school heads making use of what has been learnt from interventions such as the lesson plans introduced in 2017</td>
<td>% of teachers benefitted from CPD programmes in last 3 years + No. trained through CPD annually</td>
<td>N/A</td>
<td>25% + 12,382</td>
<td>50% + 12,382</td>
<td>70% + 12,382</td>
<td></td>
</tr>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.4b: Develop and implement a set of reforms in pre-service education that are consistent with norms and standards for effective teacher performance</td>
<td>No. of reforms implemented based on findings of reform study - 5</td>
<td>N/A</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.4c: Build strong foundation for early learning through training of early grade teachers in reading, writing and mathematics</td>
<td>Number of teachers trained</td>
<td>N/A</td>
<td>9763</td>
<td>9763</td>
<td>9763</td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td>Input intervention</td>
<td>Performance Indicator</td>
<td>Baseline Assumption</td>
<td>2016/17</td>
<td>2018</td>
<td>2019</td>
<td>2020</td>
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</tr>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.4d: Establish and implement a system for strengthening the management of the teacher workforce (recruitment, deployment, promotion, etc.)</td>
<td>No. of teachers receiving (i) subject (ii) needy area allowances</td>
<td>0</td>
<td>(i) a; (ii) x</td>
<td>(i) a+15; (ii) x + 15</td>
<td>(i) a + 20; (ii) x + 20</td>
<td></td>
</tr>
<tr>
<td>System Strengthening</td>
<td>3.1a: Obtain support to staff up the highest priority MEST HQ professional staff vacancies for a minimum period of 2 years</td>
<td>No of unfilled high priority positions</td>
<td>14 High priority HQ MEST vacancies not filled</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>System Strengthening</td>
<td>3.1b: Secure the support necessary for TSC to be able to fill key HQ positions and become fully functional</td>
<td>No of key TSC HQ positions unfilled</td>
<td>Key TSC HQ positions unfilled</td>
<td>10</td>
<td>4</td>
<td>0</td>
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<tr>
<td>System Strengthening</td>
<td>3.2: Develop and maintain clean teacher payroll records</td>
<td>No of written complaints about payroll and records received by TSC - decreases by 20% + % of teachers in GoSL and Assisted schools that have been approved for financial support are on payroll - rises to 95%</td>
<td>PRP study conducted on Teacher payroll</td>
<td>A/A%</td>
<td>a - 10% / 90%</td>
<td>a - 20% / 95%</td>
<td></td>
</tr>
<tr>
<td>System Strengthening</td>
<td>3.3a: Disseminate the MEST Service Charter widely and conduct an annual education service delivery survey</td>
<td>% Change in service delivery ratings</td>
<td>Draft Service Delivery Charter Available</td>
<td>A%</td>
<td>A + (10% of A)</td>
<td>A + (20% of A)</td>
<td></td>
</tr>
<tr>
<td>System Strengthening</td>
<td>3.3b: Provision of capacity development training based on a comprehensive MEST staff development programme</td>
<td>Service Delivery Rating</td>
<td>No staff development programme in use</td>
<td>A%</td>
<td>A + (10% of A)</td>
<td>A + (20% of A)</td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td>Input intervention</td>
<td>Performance Indicator</td>
<td>Baseline Assumption</td>
<td>Milestone/Target 2016/17</td>
<td>Milestone/Target 2018</td>
<td>Actual 2019</td>
<td>Milestone/Target 2020</td>
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<tr>
<td>System Strengthening</td>
<td>3.3c: Provide inputs and resources to (i) make possible the release of WAEC results to schools within a maximum of 75 days after the sitting of the last paper, and (ii) carry out analysis of the performance of schools and candidates in the examinations</td>
<td>No. of days taken for release of results and Pass Rates for BECE and WASSCE</td>
<td>N/A</td>
<td>75</td>
<td>70</td>
<td>70</td>
<td>70</td>
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<tr>
<td>System Strengthening</td>
<td>3.3d: Introduce Performance Based Financing (PBF) by the GoSL for the financing of schools, colleges, polytechnics and universities</td>
<td>No. of institutions meeting requirements for full PBF</td>
<td>Pilot of PBF by MEST through the GPE REDI SL project</td>
<td>A%</td>
<td>a + (20% of a)</td>
<td>a + (30% of a)</td>
<td></td>
</tr>
<tr>
<td>System Strengthening</td>
<td>3.4a: Equip and empower each DEO to collect and analyse data on education in each district</td>
<td>% of DEO able to collect own data for ASC and display overall totals</td>
<td>DEOs partly equipped to collect data</td>
<td>30%</td>
<td>100%</td>
<td>100%</td>
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</tr>
<tr>
<td>System Strengthening</td>
<td>3.4b: Enable Paramount Chiefs to participate in the education monitoring process and produce termly reports on education in their Chiefdom</td>
<td>% of PCs submitting termly reports</td>
<td>Mobile phones distributed to 149 paramount chiefs</td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>System Strengthening</td>
<td>3.4c: Strengthen EMIS to become a ‘one-stop shop’ for all MEST data on education</td>
<td>EMIS Data Desk established &amp; functioning + Website Data Access Point</td>
<td>Operational EMIS</td>
<td>Fully functional EMIS</td>
<td>Fully functional EMIS</td>
<td>Fully functional EMIS</td>
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</tr>
<tr>
<td>System Strengthening</td>
<td>3.4d: Strengthen and improve partner coordination</td>
<td>4W Database operational - partner interventions evenly distributed and duplication minimised</td>
<td>Operational Partner Coordinating Office</td>
<td>Fully functional Partners Coordinating Office</td>
<td>Fully functional Partners Coordinating Office</td>
<td>Fully functional Partners Coordinating Office</td>
<td></td>
</tr>
<tr>
<td>Theme</td>
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<td>Performance Indicator</td>
<td>Baseline Assumption</td>
<td>Milestone/Target</td>
<td>Actual</td>
<td>Milestone/Target</td>
<td>Actual</td>
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<tr>
<td>Emergency Preparedness and Response</td>
<td>4.1: Development, Printing and Distribution of an Emergency Preparedness and Response Plan, Handbook, and Phone Directory for all Educational Institutions</td>
<td>No. of institutions. with EPRP Handbook + Phone Directory</td>
<td>No Emergency preparedness and response plan</td>
<td>a</td>
<td></td>
<td>a + (50% x a)</td>
<td></td>
</tr>
<tr>
<td>Emergency Preparedness and Response</td>
<td>4.2a: Provision of sensitisation and awareness raising on the Emergency Preparedness and Response Plan as well as necessary training</td>
<td>Jingles aired / Posters on display</td>
<td>Regional sensitisation done (South and North-east)</td>
<td>Awareness Raising/Training and sensitisation conducted</td>
<td></td>
<td>Awareness Raising/Training and sensitisation conducted</td>
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</tr>
<tr>
<td>Emergency Preparedness and Response</td>
<td>4.2b: Establish strong coordination with the Situation Room for real time data and information dissemination and further, disseminate information through the Ministry’s EMIS and Website</td>
<td>Updated information on website</td>
<td>Strong coordination on emergency preparedness and response not established</td>
<td>Coordination, Data and monitoring systems support (including support for website)</td>
<td></td>
<td>Coordination, Data and monitoring systems support (including support for website)</td>
<td></td>
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<tr>
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<tr>
<td>Access Equity and Completion</td>
<td>1.1a: Reduce the cost of schooling to parents and households (primary)</td>
<td>% of 6-11 years old out of school / Girls out</td>
<td>A reduction in the % of children out of school especially girls due to cost reduction. 15% reduction for boys and 15% less for girls</td>
<td>All Children enter school and complete primary education</td>
<td>Sector Analysis &amp; ASC report</td>
<td>Yearly (Conducted once)</td>
<td>Primary Division, Gender Desk</td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.1b: Encourage and motivate parents and communities to have children start primary schooling at the official starting age of 6 years</td>
<td>Primary/Class 1 NIR/ Girls NIR - A 3% increase in the 2018 value for both by 2019 and a 6% increase by 2020</td>
<td>More children starting school at age 6 years (6% increase in Class 1 NIR)</td>
<td>All Children enter school and complete primary education</td>
<td>Sector Analysis &amp; ASC report</td>
<td>Yearly (Conducted once)</td>
<td>Inspectorate</td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.2a: Develop a policy and costed action plan to guide expansion of quality pre-school education</td>
<td>Pre-primary GIR/ Girls Pre-prim GIR - % increases as shown in table</td>
<td>Policy and Costed action plan developed and made available for use and % pre-primary GIR for boys reaches 24%, and GIR for girls reaches 11 percentage points above 2018 levels</td>
<td>Increased access to pre-school for children 3 to 5 years old</td>
<td>Policy and Costed action plan, Sector analysis &amp; ASC</td>
<td>Yearly (Conducted once)</td>
<td>Pre-Primary Division, Gender Desk</td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.2b: Develop strategy for expansion of public pre-school education in existing primary schools, and continuing the development and piloting of community-based cost effective pre-primary education models</td>
<td>Pre-primary GER - 9% increase by 2020 relative to baseline</td>
<td>Expansion Strategy Developed and more children attending pre-primary school (Pre-primary GER reaches 20% in 2020)</td>
<td>Increased availability of primary school places and more children starting primary schooling having benefited from pre-primary schooling</td>
<td>Strategy document, Sector Analysis &amp; ASC report</td>
<td>Yearly (Conducted once)</td>
<td>Pre-primary Unit &amp; Partners</td>
</tr>
<tr>
<td>Theme</td>
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<tr>
<td>Access Equity and Completion</td>
<td>1.3a: Improved government-led school feeding programme through the establishment of strong partnerships</td>
<td>% of GoSL. &amp; GoSL assisted schools benefiting from the national school feeding programs</td>
<td>More children receiving school feeding - 100% in GoSL and GoSL-assisted primary schools</td>
<td>An improved and more effective school-feeding programme for primary schools</td>
<td>Sector Analysis, Service Delivery Survey report, reports from Situation Room monitors &amp; ASC report</td>
<td>Monthly for SF unit, yearly-ASC &amp; once for Sector analysis, Quarterly for MOFED</td>
<td>School Feeding Unit &amp; Partners</td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.4a: Expand the tuition support programme for girls at JSS level to improve gender parity</td>
<td>Primary to JSS Transition Rate for Girls - 10% increase by 2020</td>
<td>JSS girls receiving full tuition support even in JSS2 and JSS3 and primary to JSS transition rate for girls reaches 94%</td>
<td>Increase in primary to JSS transition rates for girls</td>
<td>Disbursement Report from MOFED, Sector analysis &amp; ASC.</td>
<td>At the end of every school term-MOFED, yearly-ASC &amp; sector Analysis</td>
<td>PPD, Gender Desk, MOFED</td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.4b: Formalise policy for re-entry of teenage mothers into the school system</td>
<td>JSS GER for girls - 7% increase between 2018 and 2020</td>
<td>Existing policy revisited, fine-tuned as necessary and formalised and as a result JSS GER for girls reaches 67%</td>
<td>More girls re-entering the school system and contributing to an increase in the GER for girls at the JSS level</td>
<td>Formalised Policy Document, ASC report, Sector Analysis report</td>
<td>Yearly (Conducted once)</td>
<td>Gender Desk &amp; Development partners</td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.4c: All schools are safe for girls through curbing sexual violence and exploitation in schools</td>
<td>JSS GCR/PCR for girls - 10% increase between 2018 and 2020</td>
<td>Fewer reports of sexual violence and exploitation coming to MEST via the free call line and reports from Situation Room monitors consequently JSS PCR for girls reaches 50%</td>
<td>Increase in GCR/PCR for girls at JSS level</td>
<td>Sector Assessment Report, ASC</td>
<td>Yearly (Conducted once)</td>
<td>Gender Desk &amp; Development partners</td>
</tr>
<tr>
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<tr>
<td>Access Equity and Completion</td>
<td>1.5a: Ensure equity by providing scholarships to SSS students satisfying predefined criteria</td>
<td>GER + GPI - % increases as shown in table</td>
<td>More poor and disadvantaged students, girls in particular, enrolled in SSS and GER increases to 32% in 2020 and GPI to 0.96</td>
<td>Increased equitable access to Senior Secondary School (SSS) as shown by increase in GPI and SSS in poor areas with more students enrolled</td>
<td>Sector Assessment Report, ASC</td>
<td>Yearly (Conducted once)</td>
<td>Programme Dir. - Secondary Div. and Gender Desk</td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.6a: Construct additional fully functional and equipped classrooms to accommodate current and projected demand as well as phase out double-shift schooling</td>
<td>% Prim., JS; SS categorised as overcrowded + No. of classrooms constructed</td>
<td>New classrooms and schools constructed and percentage of schools categorised as overcrowded reduces as shown in table</td>
<td>Fewer schools overcrowded and fewer running double shift</td>
<td>Sector Assessment Report, ASC + Awards Body (ies)</td>
<td>Yearly (Conducted once)</td>
<td>Educational Programmes and Services</td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.6b: Ensure at least 15% of existing schools have ramps for students with disability</td>
<td>Number of schools given ramps</td>
<td>Schools with ramps - 15% additional schools</td>
<td>Schools more disabled friendly and inclusive</td>
<td>Sector Assessment Report, ASC</td>
<td>Yearly (Conducted once)</td>
<td>PPD, Inspectorate, Contracted Entities</td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.7a: Develop an implementation plan of the TVET policy</td>
<td>Implementation plan developed and in use</td>
<td>A TVET implementation plan in use</td>
<td>Better quality TVET and increased equitable access to TVET</td>
<td>Approved TVET Implementation Plan</td>
<td>Yearly (Conducted once)</td>
<td>TVET Unit &amp; HEST and partners</td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.7b: Formal constitution and operationalisation of NCTVE</td>
<td>Fully functional NCTVE guided by a constitution</td>
<td>Approved NCTVE constitution and a fully functional NCTVE</td>
<td>Increased equitable access to Technical and Vocational Education</td>
<td>NCTVE Constitution, NCTVE Reports &amp; Sector Assessment Report</td>
<td>Yearly (Conducted once for sector assessment report)</td>
<td>TVET Unit &amp; HEST supported by partner(s)</td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.7c: Strengthen and streamline Public/Private partnership in provision of TVET</td>
<td>Additional PPP established to boost support to TVET activities - 20 by 2020</td>
<td>New TVET Public Private Partnerships - 20 new by 2020</td>
<td>Increased equitable access to Technical and Vocational Education</td>
<td>20 PPP agreements &amp; reports on PPP support</td>
<td>Yearly (Conducted once)</td>
<td>TVET Unit &amp; HEST supported by partners</td>
</tr>
<tr>
<td>Theme</td>
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<td>Performance Indicator</td>
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<tr>
<td>Access Equity and Completion</td>
<td>1.8a: Develop a higher education strategy/ framework to consolidate the policies for addressing equitable growth, quality, and relevance</td>
<td>Stakeholders rating of higher education</td>
<td>Higher education strategy/ framework in use and stakeholders rating of higher education increases by 10%</td>
<td>Increase in stakeholders rating of higher education</td>
<td>Higher Education Strategy/ Framework, Sector Assessment Report</td>
<td>Yearly for Sector Assessment</td>
<td>HEST and the TEC</td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.8b: Provide better targeted financial support (scholarships/ grants/ loans) to the neediest students, and continue support for students with disabilities as well as females in STEM (Science, Technology, Engineering and Mathematics)</td>
<td>GPI + % Students with disabilities in HEd - GPI increases by 0.15 by 2020 and % of students with disability in HEd by 3%</td>
<td>More females and more students with disabilities in higher education hence GPI increases by 0.15 by 2020 and % of disabled students increases by 3%</td>
<td>Increased equitable access to higher education</td>
<td>Approved scholarship lists</td>
<td>Yearly at target intervals</td>
<td>HEST and the Student Awards Unit</td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.9a: Provide accelerated primary education for older children and youth ages of 10 to 15 years old</td>
<td>No. registered in programme - Increases by 20% by 2020</td>
<td>More youths enrolled in accelerated learning programme - 20% more by 2020</td>
<td>Improved literacy rate for youth and adults</td>
<td>Sector Assessment Report</td>
<td>Yearly once for every target Interval</td>
<td>Non Formal Dir. Supported by Partner(s)</td>
</tr>
<tr>
<td>Access Equity and Completion</td>
<td>1.9b: Increase and regularise the funding for non-formal and adult education</td>
<td>Literacy rate - Increases by 4% between 2018 and 2020</td>
<td>More people able to read and write - Literacy rate increases to 56%</td>
<td>Improved literacy rate for youths and adults</td>
<td>Sector Budget Allocation Report from MOFED</td>
<td>Yearly</td>
<td>Non Formal Dir. and supporting Partner(s)</td>
</tr>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.1a: Conduct annual sample-based learning assessment for selected pupil levels in English Language Arts and mathematics</td>
<td>Learning Assessment - % at expected Prim + JS learning / performance level</td>
<td>More primary and JSS students at the expected learning/performance level - 15% increase between 2018 and 2020</td>
<td>Measurable improvement in the learning and performance students at the primary and JSS level</td>
<td>School performance Analysis report, ASC and sector analysis</td>
<td>Yearly based on academic calendar</td>
<td>PPD &amp; Basic Education Secretariat &amp; Leh Wi Learn</td>
</tr>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.1b: Undertake curriculum revision/updating and reform as necessary</td>
<td>Teachers trained in use of updated SSS curriculum</td>
<td>Updated SSS Curriculum and teachers trained in its use</td>
<td>Improvement in the performance of learners at the SSS level</td>
<td>School performance Analysis report, ASC and sector analysis</td>
<td>Yearly based on academic calendar</td>
<td>Programmes Dir. + BES and Leh Wi Lan</td>
</tr>
</tbody>
</table>

ESP 2018 – 2020 IMPLEMENTATION PLAN – GIVING HOPE
<table>
<thead>
<tr>
<th>Theme</th>
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<th>Implementing Office</th>
<th>Responsible Office/ Directorate/ Division/ Unit for Monitoring</th>
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<tbody>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.1c: Stimulate greater interest and uptake of the sciences by stimulating interest in the sciences starting at the early primary level and supporting the establishment/ rehabilitation of equipped science laboratories, starting with two secondary schools per district</td>
<td>Pass Rates in Int. Sc. at BECE and in Bio and Chem at WASSCE</td>
<td>Improved Pass Rates in Int. Sc. at BECE and in Bio and Chem at WASSCE</td>
<td>Improvement in the learning and performance of learners in the sciences</td>
<td>Exam results, School performance Analysis report, ASC and sector analysis</td>
<td>Yearly</td>
<td>Secondary Division, BES &amp; supporting Partner(s)</td>
<td>BES &amp; Secondary Div.</td>
</tr>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.1d: Undertake studies in assessment, performance and employability of learners</td>
<td>All Findings of studies made public</td>
<td>Study reports, recommendations and findings made public</td>
<td>Better assessment of students</td>
<td>Study reports</td>
<td>Yearly</td>
<td>PPD, BES</td>
<td>PPD, BES</td>
</tr>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.2a: Take the necessary actions to ensure that 100% of educational institutions in operation meet MEST minimum standards together with other requirements spelt out in a revised/updated 2010 Education Policy</td>
<td>% of institutions at different levels meeting minimum standards + Updated Ed. Policy in use - 100% by 2020</td>
<td>All (100%) educational institutions meeting MEST minimum standards + updated education policy in use</td>
<td>Educational institutions providing a better learning environment and producing better graduates</td>
<td>Sector Assessment Report, Updated Education Policy &amp; ASC</td>
<td>Yearly</td>
<td>Inspectorate / Quality Assurance Directorate</td>
<td>Inspectorate / Quality Assurance Directorate / programmes</td>
</tr>
<tr>
<td>Quality Relevance and Integrity</td>
<td>2.3a: Sensitise learners on their rights and referral channels in regards to corruption and exploitation at JSS, SSS, TVET, HEIs and learning centres</td>
<td>No. of institutions complying - A total of 9,000 by 2020</td>
<td>Fewer cases of corruption and exploitation reported to MEST - institutions complying</td>
<td>Improved teaching / learning environment</td>
<td>Sector Assessment Report, Service delivery survey report, reports from Situation Room monitors</td>
<td>Yearly</td>
<td>Inspectorate / Quality Assurance Directorate</td>
<td>Office of the CEO and Quality Assurance Division</td>
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<tr>
<td>Quality Relevance and Integrity</td>
<td>2.3b: Develop and implement a National Strategy and Action Plan on Examination Malpractices, Unethical and Corrupt Practices in Education</td>
<td>Exam malpractices reported as % of 2018 baseline + implementation of Action Plan</td>
<td>National Strategy and action plan developed and implemented - malpractices reduced by 80%</td>
<td>Unethical and corrupt practices in education minimised and greater confidence in achievements of graduates of the system</td>
<td>National Strategy and Action plan, Service delivery survey report, Situation Room and PC reports</td>
<td>Yearly</td>
<td>PPD and Inspectorate / Quality Assurance Directorate</td>
<td>Office of the CEO and Quality Assurance Directorate</td>
</tr>
<tr>
<td>Theme</td>
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<tr>
<td><strong>Quality Relevance and Integrity</strong></td>
<td>2.4a: Establish and implement a system for the professional development, induction and continuous development of teachers and school heads making use of what has been learnt from interventions such as the lesson plans introduced in 2017</td>
<td>% of teachers benefitted from CPD programmes in last 3 years + No. trained through CPD annually</td>
<td>Teachers receiving CPD - 70% benefitting by 2020</td>
<td>Teachers are competent/ professionally qualified, motivated and demonstrate high performance standards</td>
<td>CPD training reports</td>
<td>Monthly</td>
<td>TSC with support from development partners</td>
<td>TSC</td>
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<td></td>
<td>Quality Relevance and Integrity</td>
<td>2.4b: Develop and implement a set of reforms in pre-service education that are consistent with norms and standards for effective teacher performance</td>
<td>No. of reforms implemented based on findings of reform study - 5pre-service reform programme developed &amp; implemented</td>
<td>Better quality teachers</td>
<td>Pre-service reform programme report, reports from teacher colleges</td>
<td>Yearly</td>
<td>HEST, TSC and support from development partner(s)</td>
<td>Office of the CEO &amp; HEST and TSC</td>
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<tr>
<td></td>
<td>Quality Relevance and Integrity</td>
<td>2.4c: Build strong foundation for early learning through training of early grade teachers in reading, writing and mathematics</td>
<td>Number of teachers trained</td>
<td>Greater number of teachers trained in early grade reading; writing and mathematics</td>
<td>Reports from trainers and HEST</td>
<td>Yearly</td>
<td>HEST, TSC and support from development partner(s)</td>
<td>Office of the CEO &amp; HEST and TSC</td>
</tr>
<tr>
<td></td>
<td>Quality Relevance and Integrity</td>
<td>2.4d: Establish and implement a system for strengthening the management of the teacher workforce (recruitment, deployment, promotion, etc.)</td>
<td>No. of teachers receiving (i) subject (ii) needy area allowances</td>
<td>Subject and needy area allowances being paid</td>
<td>TSC report on teacher management and supervision</td>
<td>Yearly</td>
<td>TSC</td>
<td>TSC</td>
</tr>
</tbody>
</table>

ESP 2018 – 2020 IMPLEMENTATION PLAN – GIVING HOPE
<table>
<thead>
<tr>
<th>Theme</th>
<th>Input Intervention</th>
<th>Performance Indicator</th>
<th>Output</th>
<th>Outcome</th>
<th>Means of Verification</th>
<th>Monitoring Frequency</th>
<th>Implementing Office</th>
<th>Responsible Office/ Directorate/ Division/ Unit for Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Strengthening 3.1a</td>
<td>Obtain support to staff up the highest priority MEST HQ professional staff vacancies for a minimum period of 2 years</td>
<td>No of unfilled high priority positions</td>
<td>14 High priority MEST positions filled</td>
<td>MEST able to function more effectively and to improve in performance</td>
<td>Letters of appointment and occupancy of offices</td>
<td>Yearly</td>
<td>Human Resource Unit</td>
<td>Office of the Permanent Secretary &amp; Human Resource Unit.</td>
</tr>
<tr>
<td>System Strengthening 3.1b</td>
<td>Secure the support necessary for TSC to be able to fill key HQ positions and become fully functional</td>
<td>No of key TSC HQ positions unfilled</td>
<td>14 key TSC positions filled</td>
<td>Teaching Service Commission (TSC) able to better fulfil its role and mandate</td>
<td>Letters of appointment and occupancy of offices</td>
<td>Yearly</td>
<td>TSC</td>
<td>TSC</td>
</tr>
<tr>
<td>System Strengthening 3.2</td>
<td>Develop and maintain clean teacher payroll records</td>
<td>No of written complaints about payroll and records received by TSC - decreases by 20% + % of teachers in GoSL and Assisted schools that have been approved for financial support are on payroll - rises to 95%</td>
<td>A clean teacher payroll records - 20% fewer payroll complaints + 95% of teachers in GoSL and GoSL-assisted schools that have been approved for financial support are on payroll</td>
<td>Develop and maintain a clean teacher payroll and records</td>
<td>Teacher Payroll Record</td>
<td>Yearly</td>
<td>TSC, MOFED &amp; with support from Development Partner(s)</td>
<td>Office of the CEO, TSC, MOFED</td>
</tr>
<tr>
<td>System Strengthening 3.3a</td>
<td>Disseminate the MEST Service Charter widely and conduct an annual education service delivery survey</td>
<td>% Change in service delivery ratings</td>
<td>Service Charter disseminated and in use - 20% increase in MEST service delivery rating</td>
<td>A more accountable Ministry that improves in service</td>
<td>Service Delivery Survey Report, Sector Assessment Report</td>
<td>Yearly</td>
<td>PPD and Inspectorate / Quality Assurance Directorate</td>
<td>PPD and Inspectorate / Quality Assurance Directorate</td>
</tr>
<tr>
<td>System Strengthening 3.3b</td>
<td>Provision of capacity development training based on a comprehensive MEST staff development programme</td>
<td>Service Delivery Rating</td>
<td>MEST staff trained as part of the staff development programme + 20% increase in MEST service delivery rating</td>
<td>Better trained and more competent staff contributing to improving service delivery</td>
<td>Staff development programme, Training Reports &amp; approved staff performance appraisal</td>
<td>Yearly</td>
<td>Human Resource Unit</td>
<td>Office of the PS, Human Resource Unit</td>
</tr>
<tr>
<td>System Strengthening 3.3c</td>
<td>Provide inputs and resources to (i) make possible the release of WAEC results to schools within a maximum of 75 days after the sitting of the last paper, and (ii) carry out analysis of the performance of schools and candidates in the examinations</td>
<td>No. of days taken for release of results and Pass Rates for BECE and WASCE</td>
<td>Timely release of public examination results and performance of schools and candidates - within 70 days</td>
<td>Public perception of WAEC and MEST improved</td>
<td>Public announcement of release of results</td>
<td>Yearly</td>
<td>Office of the CEO</td>
<td>Office of the CEO</td>
</tr>
<tr>
<td>Theme</td>
<td>Input Intervention</td>
<td>Performance Indicator</td>
<td>Output</td>
<td>Outcome</td>
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<tr>
<td>System Strengthening</td>
<td>3.3d: Introduce Performance Based Financing (PBF) by the GoSL for the financing of schools, colleges, polytechnics and universities</td>
<td>No. of institutions meeting requirements for full PBF</td>
<td>PBF in use</td>
<td>Educational institutions making better use of resources provided by the GoSL - 30% increase in institutions meeting requirements for PBF</td>
<td>PBF disbursement reports</td>
<td>Yearly</td>
<td>MOFED, PPD, QAD/Inspectorate</td>
<td>MOFED, PPD, QAD/Inspectorate</td>
</tr>
<tr>
<td>System Strengthening</td>
<td>3.4a: Equip and empower each DEO to collect and analyse data on education in each district</td>
<td>% of DEO able to collect own data for ASC and display overall totals</td>
<td>DEOs fully equipped to manage data - 100% able to collect own data and display totals</td>
<td>Timely, reliable and accurate data and information on education readily accessible and in use</td>
<td>District generated reports</td>
<td>Monthly</td>
<td>QAD/Inspectorate</td>
<td>QAD/Inspectorate / Planning and Policy Directorate</td>
</tr>
<tr>
<td>System Strengthening</td>
<td>3.4b: Enable Paramount Chiefs to participate in the education monitoring process and produce termly reports on education in their Chiefdom</td>
<td>% of PCs submitting termly reports</td>
<td>All (100%) PCs involved in monitoring and reporting as required on time</td>
<td>Timely, reliable and accurate data and information on education readily accessible and in use</td>
<td>PC monitoring reports and DEO reports</td>
<td>Termly</td>
<td>QAD/Inspectorate</td>
<td>QAD/Inspectorate</td>
</tr>
<tr>
<td>System Strengthening</td>
<td>3.4c: Strengthen EMIS to become a ‘one-stop shop’ for all MEST data on education</td>
<td>EMIS Data Desk established &amp; functioning + Website Data Access Point</td>
<td>All data on education consolidated and well managed - EMIS Data Desk established &amp; functioning + Website Data Access Point</td>
<td>Timely, reliable and accurate data and information on education readily accessible and in use</td>
<td>Quarterly &amp; Yearly EMIS Report</td>
<td>Quarterly and Yearly</td>
<td>EMIS</td>
<td>PPD</td>
</tr>
<tr>
<td>System Strengthening</td>
<td>3.4d: Strengthen and improve partner coordination</td>
<td>4W Database operational - partner interventions evenly distributed and duplication minimised</td>
<td>Partner activities/ support well-coordinated to avoid duplication of efforts - 4W database operational</td>
<td>Timely, reliable and accurate data and information on education readily accessible and in use</td>
<td>Quarterly Report on Partner Coordination</td>
<td>Quarterly and Yearly</td>
<td>Partner Coordinating Office &amp; NGO Desk + PPD</td>
<td>Partner Coordinating Office &amp; NGO Desk + PPD</td>
</tr>
<tr>
<td>Theme</td>
<td>Input intervention</td>
<td>Performance Indicator</td>
<td>Output</td>
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<tr>
<td>Emergency Preparedness and Response</td>
<td>4.2a: Provision of sensitisation and awareness raising on the Emergency Preparedness and Response Plan as well as necessary training</td>
<td>Jingles aired / Posters on display</td>
<td>Awareness raising/ training and sensitisation / communication - Jingles, posters, etc., in use and in all educational institutions as well as MEST offices</td>
<td>Education better prepared to respond to emergencies</td>
<td>Activity Reports produced by EMIS conducted during and after sensitisation at specific yearly intervals</td>
<td>6 monthly</td>
<td>PPD &amp; EMIS</td>
<td></td>
</tr>
<tr>
<td>Emergency Preparedness and Response</td>
<td>4.2c: Establish strong coordination with the Situation Room for real time data and information dissemination and further, disseminate information through the Ministry’s EMIS and Website</td>
<td>Updated information on website</td>
<td>Updated information on website</td>
<td>Public better informed on current matters of education</td>
<td>SR-Reports, Website content, ICT Unit Report</td>
<td>6 monthly</td>
<td>PPD, Situation Room, ICT Unit</td>
<td>PPD, Situation Room, ICT Unit</td>
</tr>
</tbody>
</table>

EMSP 2018 – 2020 IMPLEMENTATION PLAN – GIVING HOPE
**ANNEX II – Interventions by Level of Education**

Shown below are the interventions listed by level of education. The allocated amount for each intervention has already been presented earlier in this document together with the supervising entity.

<table>
<thead>
<tr>
<th>Level</th>
<th>Strategic Outcome / Category</th>
<th>Intervention Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary</td>
<td>1.2 - Increased access to pre-school for children 3 to 5 years old&lt;br&gt;Intervention 1.2a: Develop a policy and costed action plan to guide expansion of quality pre-school education and improve MEST capacity to deliver&lt;br&gt;Intervention 1.2b: Develop strategy for expansion of public pre-school education in existing primary schools, and continuing the development and piloting of community-based cost effective pre-primary education models</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 - Increased access to pre-school for children 3 to 5 years old</td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>1.1 - All Children enter school and complete primary education&lt;br&gt;Intervention 1.1a: Reduce the cost of schooling to parents and households by ensuring subsidies are reviewed and disbursed on time&lt;br&gt;Intervention 1.1b: Encourage and motivate parents and communities to have children start primary schooling at the official starting age of 6 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 - Improved school-feeding programme for primary schools</td>
<td>Intervention 1.3a: Improved government-led school feeding programme through the establishment of strong partnerships</td>
</tr>
<tr>
<td>JSS</td>
<td>1.4 - Increased transition rates from primary to Junior Secondary School (JSS), and equitable access to JSS&lt;br&gt;Intervention 1.4b: Formalise the policy for re-entry of teenage mothers into the school system&lt;br&gt;Intervention 1.4c: Ensure all schools are safe for girls through curbing sexual violence and exploitation in schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4 - Increased transition rates from primary to Junior Secondary School (JSS), and equitable access to JSS</td>
<td></td>
</tr>
<tr>
<td>SSS</td>
<td>1.5 - Increased equitable access to Senior Secondary School (SSS)&lt;br&gt;Intervention 1.5a: Ensure equity by providing scholarships to SSS students satisfying predefined criteria</td>
<td></td>
</tr>
<tr>
<td>TVET</td>
<td>1.7 - Increased equitable access to Technical and Vocational Education&lt;br&gt;Intervention 1.7a: Develop an implementation plan for the TVET policy&lt;br&gt;Intervention 1.7b: Formal constitution and operationalisation of NCTVE&lt;br&gt;Intervention 1.7c: Strengthen and streamline Public/Private partnership in provision of TVET</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Strategic Outcome / Category</td>
<td>Intervention Name</td>
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</tr>
<tr>
<td>Higher education</td>
<td>1.8 - Increased equitable access to higher education</td>
<td>Intervention 1.8a: Develop a higher education strategy/framework to consolidate the policies for addressing equitable growth, quality, and relevance.</td>
</tr>
<tr>
<td></td>
<td>1.8 - Increased equitable access to higher education</td>
<td>Intervention 1.8b: Provide better targeted financial support (scholarships/grants/loans) to the neediest students, and continue support for students with</td>
</tr>
<tr>
<td></td>
<td></td>
<td>disabilities as well as females in STEM (Science, Technology, Engineering and Mathematics)</td>
</tr>
<tr>
<td>Primary to SSS</td>
<td>1.6 - Improved school infrastructure at primary, JSS and SSS levels</td>
<td>Intervention 1.6a: Construct additional fully functional and equipped classrooms and facilities to accommodate current and projected demand as well as</td>
</tr>
<tr>
<td></td>
<td></td>
<td>phase out double-shift schooling</td>
</tr>
<tr>
<td>Primary to SSS</td>
<td>1.6 - Improved school infrastructure at primary, JSS and SSS levels</td>
<td>Intervention 1.6b: Ensure at least 15% of existing schools have ramps for students with disability</td>
</tr>
<tr>
<td>Primary to SSS</td>
<td>2.1 - Improvement in the performance and assessment of learners</td>
<td>Intervention 2.1a: Conduct annual sample-based learning assessment for selected pupil levels in English Language Arts and mathematics</td>
</tr>
<tr>
<td>Primary to SSS</td>
<td>2.1 - Improvement in the performance and assessment of learners</td>
<td>Intervention 2.1b: Undertake curriculum revision/updating and reform as necessary</td>
</tr>
<tr>
<td>Primary to SSS</td>
<td>2.2 - All schools approved and comply with the minimum quality standards</td>
<td>Intervention 2.2a: Taking of actions necessary to ensure that 100% of educational institutions in operation meet MEST minimum standards together with</td>
</tr>
<tr>
<td></td>
<td></td>
<td>other requirements spelt out in a revised/updated 2010 Education Policy</td>
</tr>
<tr>
<td>Primary to SSS</td>
<td>2.4 - Teachers are competent/professionally qualified, equitably distributed, motivated and demonstrate high performance standards</td>
<td>Intervention 2.4a: Establish and implement a system for the professional development, induction and continuous development of teachers and school heads</td>
</tr>
<tr>
<td></td>
<td></td>
<td>making use of what has been learnt from interventions such as the lesson plans introduced in 2017</td>
</tr>
<tr>
<td>Primary to SSS</td>
<td>2.4 - Teachers are competent/professionally qualified, equitably distributed, motivated and demonstrate high performance standards</td>
<td>Intervention 2.4b: Develop and implement a set of reforms in pre-service education that are consistent with norms and standards for effective teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>performance</td>
</tr>
<tr>
<td>Primary to SSS</td>
<td>3.3 - Service delivery rating of MEST increases by a minimum 10% by 2020</td>
<td>Intervention 3.3c: Provide inputs and resources to (i) make possible timely release of WAEC results to schools and (ii) carry out analysis of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>performance of schools and candidates in the examinations</td>
</tr>
<tr>
<td>Primary to SSS</td>
<td>2.1 - Improvement in the performance and assessment of learners</td>
<td>Intervention 2.1c: Stimulate greater interest and uptake of the sciences by stimulating interest in the sciences starting at the early primary level and</td>
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<tr>
<td></td>
<td></td>
<td>supporting the establishment/rehabilitation of equipped science laboratories, starting with two secondary schools per district</td>
</tr>
<tr>
<td>Level</td>
<td>Strategic Outcome / Category</td>
<td>Intervention Name</td>
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<tr>
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</tr>
<tr>
<td>Primary + Higher Ed.</td>
<td>2.4 - Teachers are competent/ professionally qualified, equitably distributed, motivated and demonstrate high performance standards</td>
<td>2.4c: Build strong foundation for early learning through training of early grade teachers in reading, writing and mathematics</td>
</tr>
<tr>
<td>All levels</td>
<td>2.3 - The education sector is safe and free of corruption</td>
<td>Intervention 2.3a: Sensitise learners on their rights, responsibilities and referral channels in regards to corruption and exploitation at primary, JSS, SSS, TVET, HEIs and Learning Centres</td>
</tr>
<tr>
<td>All levels</td>
<td>2.3 - The education sector is safe and free of corruption</td>
<td>Intervention 2.3b: Develop and implement a National Strategy and Action Plan on Examination Malpractices, Unethical and Corrupt Practices in Education</td>
</tr>
<tr>
<td>All levels</td>
<td>2.4 - Teachers are competent/ professionally qualified, equitably distributed, motivated and demonstrate high performance standards</td>
<td>Intervention: 2.4d: Establish and implement a system for strengthening the management of the teacher workforce (recruitment, deployment, promotion, etc.)</td>
</tr>
<tr>
<td>All levels</td>
<td>3.4 - Timely, Reliable and Accurate Data and Information on Education Readily Available, Accessible and in Use</td>
<td>Intervention 3.4b: Enable Paramount Chiefs to participate in the education monitoring / validation process and produce termly reports on education in their chieftdom</td>
</tr>
<tr>
<td>All levels</td>
<td>4.2 - Dissemination, awareness creation, trainings and drills to ensure readiness to act according to the Emergency Preparedness Plan</td>
<td>Intervention 4.2a: Provision of sensitisation and awareness raising on the Emergency Preparedness and Response Plan as well as necessary training</td>
</tr>
<tr>
<td>All levels</td>
<td>4.2 - Dissemination, awareness creation, trainings and drills to ensure readiness to act according to the Emergency Preparedness Plan</td>
<td>Intervention 4.2b: Establishment of strong coordination with the Situation Room for real time data and information dissemination and further, disseminate information through the Ministry’s EMIS and Website</td>
</tr>
<tr>
<td>All levels</td>
<td>3.2 - Development and maintenance of a clean teacher payroll and records</td>
<td>Intervention 3.2: Develop and maintain clean teacher payroll and records</td>
</tr>
<tr>
<td>All levels</td>
<td>3.3 - Increasing the service delivery rating of MEST, based on its official service charter, by a minimum of 10% by 2020</td>
<td>Intervention 3.3d: Introduce Performance Based Financing (PBF) by the GoSL for the financing of schools, colleges, polytechnics and universities</td>
</tr>
<tr>
<td>All levels</td>
<td>3.4 - Timely, Reliable and Accurate Data and Information on Education Readily Available, Accessible and in Use</td>
<td>Intervention 3.4a: Equip and empower each DEO to collect and analyse data on education in the district in which it is located</td>
</tr>
<tr>
<td>All levels</td>
<td>3.4 - Timely, Reliable and Accurate Data and Information on Education Readily Available, Accessible and in Use</td>
<td>Intervention 3.4c: Strengthen EMIS to become a ‘one-stop shop’ for all MEST data on education</td>
</tr>
<tr>
<td>All levels</td>
<td>3.4 - Timely, Reliable and Accurate Data and Information on Education Readily Available, Accessible and in Use</td>
<td>Intervention 3.4.d: Strengthen and improve partner coordination</td>
</tr>
<tr>
<td>Level</td>
<td>Strategic Outcome / Category</td>
<td>Intervention Name</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Non-formal</strong></td>
<td>1.9 - Improved literacy rate for youth and adults</td>
<td>Intervention 1.9a: Provide accelerated primary education for older children and youths aged 10 to 15 years</td>
</tr>
<tr>
<td></td>
<td>1.9 - Improved literacy rate for youth and adults</td>
<td>Intervention 1.9b: Increase and regularise the funding for non-formal and adult education</td>
</tr>
<tr>
<td><strong>HR</strong></td>
<td>3.1 - All key staff positions at MEST headquarters, district education offices (DEOs) and Teaching Service Commission (TSC) filled</td>
<td>Intervention 3.1a: Obtain support to staff up the highest priority MEST HQ professional staff vacancies</td>
</tr>
<tr>
<td></td>
<td>3.1 - All key staff positions at MEST headquarters, district education offices (DEOs) and Teaching Service Commission (TSC) filled</td>
<td>Intervention 3.1b: Securing of support necessary for TSC to be able to fill key HQ positions and become fully functional</td>
</tr>
<tr>
<td></td>
<td>3.3 - Increasing the service delivery rating of MEST, based on its official service charter, by a minimum of 10% by 2020</td>
<td>Intervention 3.3b: Provision of capacity development training based on a comprehensive MEST staff development programme</td>
</tr>
<tr>
<td><strong>MEST</strong></td>
<td>3.3 - Increasing the service delivery rating of MEST, based on its official service charter, by a minimum of 10% by 2020</td>
<td>Intervention 3.3a: Dissemination of the MEST Service Charter widely and conduct an annual education service delivery survey</td>
</tr>
</tbody>
</table>