

# ESP 2018 - 2020 Implementation Plan



**Ministry of Education, Science and Technology**

# **ESP 2018 – 2020 Implementation Plan**

Meeting Commitments – Giving Hope



**Government of Sierra Leone**

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# INTRODUCTION

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## 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

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## 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.

Strategic Outcome	Intervention name	Indicator Name	Indicator Targets			Data collection		
			2018	2019	2020	Frequency	Source	Responsible
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	% of 6-11 years old out of school / Girls out	25%/a%	20%/a%-7%	15%/a%-15%	Annually	TBD	TBD
	Intervention 1.1b: Encourage and motivate parents and communities to have children start primary schooling at the official starting age of 6 years	Primary/Class 1 NIR/ Girls NIR	a%/a%	a+3%	a+6%	Annually	School Census	Inspectorate
1.2 – Increased access to pre-school for children aged 3 to 5 years	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/Girls Pre-prim GIR	14%/a%	19%/a%+6%	24%/a%+11%	Annually	School census	Planning and Policy Directorate
	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	Pre-primary GER	12%	16%	20%	Annually	School census	Planning and Policy Directorate

Strategic Outcome	Intervention name	Indicator Name	Indicator Targets			Data collection		
			2018	2019	2020	Frequency	Source	Responsible
1.3 – Improved school-feeding programme for primary schools	Intervention 1.3a: Improved government-led school feeding programme through the establishment of strong partnerships	% of children in GoSL and GoSL assisted primary schools receiving school feeding	100%	100%	100%	Month	Situation Room, Supervisor / Inspectors	M&E team, SF secretariat, Planning and Policy Directorate
1.4 – Increased transition from primary to JSS, and increase in GER at JSS level	Intervention 1.4a: Expand the tuition support programme for girls at JSS level to improve gender parity	P to J Transition Rate for Girls	88%	91%	94%	Annually	School census	Planning and Policy Directorate
	Intervention 1.4b: Formalise the policy for re-entry of teenage mothers into the school system	JSS GER for girls	60%	63%	67%	Annually	Learning centre reports	Non-formal education directorate / Programmes
	Intervention 1.4c: Ensure all schools are safe for girls through curbing sexual violence and exploitation in schools	JSS GCR/PCR for girls	40%	45%	50%	Every 6 months	Community / PC reports	PPD / Gender desk / Quality Assurance Directorate
1.5 – Increased equitable access to senior secondary education	Intervention 1.5a: Ensure equity by providing scholarships to SSS students satisfying predefined criteria	GER + GPI	29%/0.92	30%/0.93	32%/0.96	Annually	Awards entity + School Census	Planning and Policy Directorate

Strategic Outcome	Intervention name	Indicator Name	Indicator Targets			Data collection		
			2018	2019	2020	Frequency	Source	Responsible
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	% Prim., JS; SS categorised as over-crowded + No. of classrooms constructed	Pri-35%, JSS-30%, SS- 25% + 200 classrooms + 5 new JSS/SSS	Pri-30%, JSS-25%, SS-20% + 200 classrooms + 5 new JSS/SSS	Pri-25%, JSS-20%, SS-15% + 200 classrooms + 5 new JSS/SSS	Annually	Contractors, school census, supervisors / inspectors	Planning and Policy Directorate
	Intervention 1.6b: Ensure at least 15% of existing schools have ramps for students with disability	Number of schools given ramps	450	450	450	Annually	Contractors, school census, supervisors / inspectors	Planning and Policy Directorate
1.7 – Increased equitable access to Technical and Vocational Education	Intervention 1.7a: Develop an implementation plan for the TVET policy	IP developed and in use	Yes	Yes	Yes	Annually for use	HEST + TVET Unit	HEST + TVET Unit
	Intervention 1.7b: Formal constitution and operationalisation of NCTVE	NCTVE constituted and functioning	No	Yes	Yes	One off	HEST	HEST
	Intervention 1.7c: Strengthen and streamline Public/Private Partnership in provision of TVET	No. of PPP TVET entities	5	10	20	Annually	HEST	HEST

Strategic Outcome	Intervention name	Indicator Name	Indicator Targets			Data collection		
			2018	2019	2020	Frequency	Source	Responsible
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	Stakeholders rating of higher education	A	B = A + 10%	C = A + 20%	Annually	Survey	Planning and Policy Directorate + HEST + TEC
	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)	GPI + % Students with disabilities in HEd	A/A%	B = (A+ 0.05) B% = A% +1%	B + 0.15 B% + 2%	Annually	School census	Planning and Policy Directorate
1.9 – Improved literacy rate for youths and adults	Intervention 1.9a: Provide accelerated primary education for older children and youths aged 10 to 15 years	No. registered in programme	A	B = A + 10%	B + 10%	Annually	Training centre reports	Non-Formal Education Directorate
	Intervention 1.9b: Increase and regularise the funding for non-formal and adult education	Literacy rate	52%	54%	56%	Annually	Non-formal Education Directorate	Planning and Policy Directorate

## 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\$

BUDGET ASSUMPTIONS												
#	Activity	Expected result or output	Cost Description	Unit Type	Unit Cost	Quantity, 2018	Quantity, 2019	Quantity, 2020	Cost 2018	Cost 2019	Cost 2020	Total
1	Intervention 1.1a: Reduce the cost of schooling to parents and households by ensuring school subsidies are reviewed and disbursed on time	% out of school children (6-11 years) reduced to 15% for boys, and 15 percentage points less for girls compared to 2018 levels	Process review and improvements		By existing MEST staff				0	0	0	0
			<b>Sub-total</b>								<b>0</b>	<b>0</b>
2	Intervention 1.1b: Encourage and motivate parents and communities to have children start primary schooling at the official starting age of 6 years	6 percentage points increase in primary/Class 1 NIR	Ascertain and agree on targeted areas	Per round of data collection and meetings	50,000	1			50,000	0	0	50,000
			Radio campaign	Per year	100,000	1	1	1	100,000	100,000	100,000	300,000
			Community accountability through paramount Chiefs	Lump sum for meetings and sensitisation	600	149	149	149	89,400	89,400	89,400	268,200
			Community mobilisation	Lump sum for meetings	600	149	149	149	89,400	89,400	89,400	268,200
			<b>Sub-total</b>								<b>328,800</b>	<b>278,800</b>

BUDGET ASSUMPTIONS												
#	Activity	Expected result or output	Cost Description	Unit Type	Unit Cost	Quantity, 2018	Quantity, 2019	Quantity, 2020	Cost 2018	Cost 2019	Cost 2020	Total
3	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	Finalisation of Minimum Standards, including validation workshops	Support to finish	100,000	1			100,000	0	0	100,000
			Develop curriculum, including validation workshops	Support per month	100,000	1			100,000	0	0	100,000
			Improved staff capacity	Per staff member per annum	15,000	2	2	2	30,000	30,000	30,000	90,000
			<b>Sub-total</b>						<b>230,000</b>	<b>30,000</b>	<b>30,000</b>	<b>290,000</b>
4	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	Pre-primary GER reaches 20% in 2020	Development of strategy and costed action plan, including validation workshops	Support	50,000	1			50,000	0	0	50,000
			School construction	Construction cost per school	11,500	40	40	40	460,000	460,000	460,000	1,380,000
			In-service	Per day	30	1,600	1,600	1,600	48,000	48,000	48,000	144,000
			Pre-service	Per year	1,000	100	100		100,000	100,000	0	200,000
			Community model	Per unit inclusive	16,000	40	40	40	640,000	640,000	640,000	1,920,000
			<b>Sub-total</b>						<b>1,298,000</b>	<b>1,248,000</b>	<b>1,148,000</b>	<b>3,694,000</b>

BUDGET ASSUMPTIONS												
#	Activity	Expected result or output	Cost Description	Unit Type	Unit Cost	Quantity, 2018	Quantity, 2019	Quantity, 2020	Cost 2018	Cost 2019	Cost 2020	Total
5	Intervention 1.3a: Improved Government led school feeding programme through the establishment of strong partnerships	100% of all children in GoSL and GoSL assisted primary schools receive school feeding	School feeding (community based model)	Cost per meal	0.09	5,226,000			4,703,400	0	0	<b>4,703,400</b>
			Pilot (centralised model)	Cost per meal	0.24	360,000			86,400	0	0	<b>86,400</b>
			Establishment (central model infrastructure, trainings, etc.)	Lump sum	7,700,000	1			7,700,000	0	0	<b>7,700,000</b>
			National roll out (centralised model)	Cost per meal	0.24		46,800,000	46,800,000	0	11,232,000	11,232,000	<b>22,464,000</b>
			<b>Sub-total</b>						<b>12,489,800</b>	<b>11,232,000</b>	<b>11,232,000</b>	<b>34,953,800</b>
6	Intervention 1.4a: Expand the tuition support programme for girls at JSS level to improve gender parity	Primary to JSS transition rate for girls reaches 94%	Tuition support for JSS girls (full tuition coverage all 3 JSS years)	Tuition support per girl	25	110,000	110,000	110,000	2,750,000	2,750,000	2,750,000	<b>8,250,000</b>
			<b>Sub-total</b>						<b>2,750,000</b>	<b>2,750,000</b>	<b>2,750,000</b>	<b>8,250,000</b>
7	Intervention 1.4b: Formalise the policy for re-entry of teenage mothers into the school system	JSS GER for girls reaches 67% in 2020	Accelerated learning programmes and support of young mothers to return back to school	Cost per pregnant girl/ young mother supported	20	8,000	8,000	8,000	160,000	160,000	160,000	<b>480,000</b>
			Post re-entry support	Per girl	82		8,000	16,000	0	656,000	1,312,000	<b>1,968,000</b>
			<b>Sub-total</b>						<b>160,000</b>	<b>816,000</b>	<b>1,472,000</b>	<b>2,448,000</b>

BUDGET ASSUMPTIONS												
#	Activity	Expected result or output	Cost Description	Unit Type	Unit Cost	Quantity, 2018	Quantity, 2019	Quantity, 2020	Cost 2018	Cost 2019	Cost 2020	Total
8	Intervention 1.4c: Ensure all schools are safe for girls through curbing sexual violence and exploitation in schools	JSS GCR/PCR for girls reaches 50% by 2020	Development of girl child protection mechanisms and guidelines	Support	100,000	1			100,000	0	0	<b>100,000</b>
			Dissemination, training and monitoring	Training cost per participant	30	4,600	4,600	4,600	138,000	138,000	138,000	<b>414,000</b>
			<b>Sub-total</b>							<b>238,000</b>	<b>138,000</b>	<b>138,000</b>
9	Intervention 1.5a: Ensure equity by providing scholarships to SSS students satisfying predefined criteria	GER increases to 32% in 2020, and GPI to 0.96	Scholarships for non-tuition related costs of schooling for the neediest SSS students	Cost per scholarship for SSS	50	9,000	9,000	9,000	450,000	450,000	450,000	<b>1,350,000</b>
			<b>Sub-total</b>							<b>450,000</b>	<b>450,000</b>	<b>450,000</b>
10	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	% of primary, JS, and SS schools categorised as overcrowded reaches 25%, 20% and 15% respectively	Construction and furnishing of additional classrooms	Cost per classroom (incl. furniture)	13,500	200	200	200	2,700,000	2,700,000	2,700,000	<b>8,100,000</b>
				New JSS/SSS facilities in areas lacking such	100,000	5	5	5	500,000	500,000	500,000	<b>1,500,000</b>
			Construction and maintenance of water facilities	Number of wells	10,500	100	100	100	1,050,000	1,050,000	1,050,000	<b>3,150,000</b>
			Construction and maintenance of latrines	Number of latrines	7,600	200	200	200	1,520,000	1,520,000	1,520,000	<b>4,560,000</b>
			<b>Sub-total</b>							<b>5,770,000</b>	<b>5,770,000</b>	<b>5,770,000</b>

BUDGET ASSUMPTIONS												
#	Activity	Expected result or output	Cost Description	Unit Type	Unit Cost	Quantity, 2018	Quantity, 2019	Quantity, 2020	Cost 2018	Cost 2019	Cost 2020	Total
11	Intervention 1.6b: Ensure that at least 15% of existing schools have ramps for students with disability	15% additional schools have ramps for disabled	Implementation of ramps	Ramps for disabled	2,800	450	450	450	1,260,000	1,260,000	1,260,000	<b>3,780,000</b>
			<b>Sub-total</b>								<b>1,260,000</b>	<b>1,260,000</b>
12	Intervention 1.7a: Develop an implementation plan for the TVET policy	TVET policy implementation plan developed and in use	Development of implementation plan	Support and validation	100,000	1			100,000	0	0	<b>100,000</b>
			<b>Sub-total</b>								<b>100,000</b>	<b>0</b>
13	Intervention 1.7b: Formal constitution and operationalisation of NCTVE	NCTVE constituted and functioning	Operationalise and run the unit	Development of legislation and adoption	200,000	1			200,000	0	0	<b>200,000</b>
				Office space, vehicles and infrastructure	100,000		1	1	0	100,000	100,000	<b>200,000</b>
				Number of staff	15,000		10	10	0	150,000	150,000	<b>300,000</b>
			<b>Sub-total</b>								<b>200,000</b>	<b>250,000</b>
14	Intervention 1.7c: Strengthen and streamline Public/Private Partnership in provision of TVET	20 new PPP TVET entities established by 2020	Develop framework for partnership	Support and validation	100,000	1			100,000	0	0	<b>100,000</b>
			<b>Sub-total</b>								<b>100,000</b>	<b>0</b>
15	Intervention 1.8a: Develop a higher education strategy/framework to consolidate the policies for addressing equitable growth, quality, and relevance	Stakeholder ratings of higher education increases by a minimum of 10 percentage points	Develop strategy/framework	Support and validation	100,000	1			100,000	0	0	<b>100,000</b>
			<b>Sub-total</b>								<b>100,000</b>	<b>0</b>

BUDGET ASSUMPTIONS												
#	Activity	Expected result or output	Cost Description	Unit Type	Unit Cost	Quantity, 2018	Quantity, 2019	Quantity, 2020	Cost 2018	Cost 2019	Cost 2020	Total
16	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)	GPI increases by 0.15 in 2020, and students with disabilities increases by 3 percentage points	Scholarships for the neediest higher education students	Covered in the overall sector budget (macro-model)					0	0	0	0
			<b>Sub-total</b>						<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
17	Intervention 1.9a: Provide accelerated primary education for older children and youths aged 10 to 15 years	Number of youth registered in the programme increases by 20% by 2020	Accelerated learning programmes in learning centres	Cost per new learning centre	5,000	10	10	10	50,000	50,000	50,000	150,000
			TLM	Per user	22	9,000	10,500	10,500	198,000	231,000	231,000	660,000
			Staff	Per staff	1,500	300	350	400	450,000	525,000	600,000	1,575,000
			<b>Sub-total</b>						<b>698,000</b>	<b>806,000</b>	<b>881,000</b>	<b>2,385,000</b>
18	Intervention 1.9b: Increase and regularise the funding for non-formal and adult education	Literacy rates increase to 56%	Non-formal education in existing learning centres	Cost per new learning centre	5,000	10	10	10	50,000	50,000	50,000	150,000
			TLM	Per user	22	9,000	10,500	10,500	198,000	231,000	231,000	660,000
			Staff	Per user	1,500	300	350	400	450,000	525,000	600,000	1,575,000
			<b>Sub-total</b>						<b>698,000</b>	<b>806,000</b>	<b>881,000</b>	<b>2,385,000</b>

## 2. QUALITY, RELEVANCE AND INTEGRITY

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### 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

Strategic Outcome	Intervention name	Indicator Name	Indicator Targets			Data collection		
			2018	2019	2020	Frequency	Source	Responsible
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	Learning Assessment - % at expected Prim + JS learning / performance level	a%	a+10%	a+15%	Annually	Learning Assessment	Leh Wi Learn / Planning and Policy Directorate + BES
	Intervention 2.1b: Undertake curriculum revision/updating and reform as necessary	Teachers trained in use of updated SSS curriculum	20983	20983	21619	Annually	Learning Assessment	Programmes Dir. + BES and Leh Wi Lan
	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	Pass Rates in Int. Sc. at BECE and in Bio and Chem at WASSCE	64% - BECE , WASSCE 50% - Bio; 30% - Chem	67% - BECE, WASSCE 54% - Bio; 35% - Chem	64% - BECE, WASSCE 58% - Bio; 40% - Chem	Annually	Exam results	BES + Secondary Div.
	Intervention 2.1d: Undertake studies in assessment, performance and employability of learners	Findings of studies made public	Yes	Yes	Yes	Annually	TBD	Planning and Policy Directorate + BES
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	% of institutions at different levels meeting minimum standards + Updated Ed. Policy in use	25% - No	60% - Yes	100% - Yes	Monthly	Archive of applications and registrations, School census	Inspectorate / Quality Assurance Directorate / Programmes

Strategic Outcome	Intervention name	Indicator Name	Indicator Targets			Data collection		
			2018	2019	2020	Frequency	Source	Responsible
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	No. of institutions complying	2,000	6,000	9,000	Annually	Survey	Office of the CEO and Quality Assurance Directorate
	Intervention 2.3b: Develop and implement a National Strategy and Action Plan on Examination Malpractices, Unethical and Corrupt Practices in Education	Exam malpractices reported as % of 2018 baseline + Action Plan being implemented	a% + Yes	(a*40%) + Yes	(a*20%) + Yes	Annually	Community /PC reports	Office of the CEO and Quality Assurance Directorate
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	% of teachers benefitted from CPD programmes in last 3 years + No. trained through CPD annually	25% + 12,382	50% + 12,382	70% + 12,382	Monthly	Situation Room, Supervisors / inspectors	TSC
	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	No. of reforms implemented based on findings of reform study	1	3	1	Annually	TBD	TSC + HEST + Office of CEO
	Intervention 2.4c: Build strong foundation for early learning through training of early grade teachers in reading, writing and mathematics	Number of teachers trained	9763	9763	9763	Annually	M&E Unit	TSC + HEST + Office of CEO
	Intervention 2.4d: Establish and implement a system for strengthening the management of the teacher workforce (recruitment, deployment, promotion, etc.)	No. of teachers receiving (i) subject (ii) needy area allowances	(i) a ; (ii) x	(i) a+15 ; (ii) x + 15	(i) a + 20; (ii) x + 20	Annually	TBD	TSC

## 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\$.

BUDGET ASSUMPTIONS												
#	Activity	Expected result or output	Cost Description	Unit Type	Unit Cost	Quantity, 2018	Quantity, 2019	Quantity, 2020	Cost 2018	Cost 2019	Cost 2020	Total
19	Intervention 2.1a: Conduct annual sample-based learning assessment for selected pupil levels in English Language Arts and mathematics	Learning Assessment - 15% increase in those expected Prim + JS performance level	Sample survey	Primary learning assessment (EGRA/EGMA and upper primary)	500,000	2	2	2	1,000,000	1,000,000	1,000,000	<b>3,000,000</b>
				Secondary learning assessment	500,000	1	1	1	500,000	500,000	500,000	<b>1,500,000</b>
			<b>Sub-total</b>							<b>1,500,000</b>	<b>1,500,000</b>	<b>1,500,000</b>
20	Intervention 2.1b: Undertake curriculum revision/ updating and reform as necessary	Teachers trained in use of updated curriculum	Revise/Update SSS curriculum	Lump sum for whole process	150,000	1			150,000			<b>150,000</b>
			Print materials	Per curriculum	5	63,585			317,925	0	0	<b>317,925</b>
			Train teachers on use of curriculum	Per teacher per training session	55	20,983	20,983	21,619	1,154,068	1,154,068	1,189,040	<b>3,497,175</b>
			<b>Sub-total</b>							<b>1,621,993</b>	<b>1,154,068</b>	<b>1,189,040</b>

BUDGET ASSUMPTIONS												
#	Activity	Expected result or output	Cost Description	Unit Type	Unit Cost	Quantity, 2018	Quantity, 2019	Quantity, 2020	Cost 2018	Cost 2019	Cost 2020	Total
21	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	Pass Rates in Int. Sc. at BECE and in Bio and Chem at WASSCE increased	Staff in curriculum unit	per annum	15,000	2	2	2	0	1,400,000	0	<b>1,400,000</b>
			Agree on programme to improve science in primary schools	support	100,000	1			100,000	0	0	<b>100,000</b>
			Workrooms / Laboratories		11,000		14	14	0	154,000	154,000	<b>308,000</b>
			Equipment		5,000		14	14	0	70,000	70,000	<b>140,000</b>
			Roll-out of programme	Cost per district	300		14	14	0	4,200	4,200	<b>8,400</b>
			Development of materials	per user	2		6300	6300	0	12,600	12,600	<b>25,200</b>
			Communications and sensitisation	Media cost	25,000		1	1	0	25,200	25,200	<b>50,000</b>
			Equipping Science labs	per lab	50,000		14	14		700,000	700,000	<b>1,400,000</b>
			<b>Sub-total</b>							<b>100,000</b>	<b>3,090,800</b>	<b>240,800</b>
22	Intervention 2.1d: Undertake studies in assessment, performance and employability of learners	Findings of studies made public	Tracer study	Support	100,000	1			100,000	0	0	<b>100,000</b>
			Performance of disabled students & girls'	Support	100,000		1			100,000	0	<b>100,000</b>
			Analysis of WAEC data	Support	100,000			1		0	100,000	<b>100,000</b>
			<b>Sub-total</b>						<b>100,000</b>	<b>100,000</b>	<b>100,000</b>	<b>300,000</b>

BUDGET ASSUMPTIONS													
#	Activity	Expected result or output	Cost Description	Unit Type	Unit Cost	Quantity, 2018	Quantity, 2019	Quantity, 2020	Cost 2018	Cost 2019	Cost 2020	Total	
23	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	100% of institutions at different levels meeting minimum standards + Updated Ed. Policy in use	Development of minimum standards		By existing MEST staff				0	0	0	0	
			Revise and update Education policy	Per finalised draft	75,000	1			75,000			75,000	
			Work with schools to reach minimum standards		By existing MEST staff					0	0	0	0
			<b>Sub-total</b>								<b>75,000</b>	<b>0</b>	<b>0</b>
24	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	9,000 institutions complying	Development of strategy/plan	Per finalised strategy	100,000	1			100,000	0	0	100,000	
			Dissemination workshops	Per attendee	30	3,000	3,000	3,000	90,000	90,000	90,000	270,000	
			<b>Sub-total</b>								<b>190,000</b>	<b>90,000</b>	<b>90,000</b>
25	Intervention 2.3b: Develop and implement a National Strategy and Action Plan on Examination Malpractices, Unethical and Corrupt Practices in Education	Exam malpractice reports reduced by 80%	Development of strategy/plan	Per finalised strategy	100,000	1			100,000	0	0	100,000	
			Dissemination workshops for DEO/ Inspectorate	Per attendee	30	150	150	150	4,500	4,500	4,500	13,500	
			<b>Sub-total</b>								<b>104,500</b>	<b>4,500</b>	<b>4,500</b>

BUDGET ASSUMPTIONS												
#	Activity	Expected result or output	Cost Description	Unit Type	Unit Cost	Quantity, 2018	Quantity, 2019	Quantity, 2020	Cost 2018	Cost 2019	Cost 2020	Total
26	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	70% of teachers benefitted from CPD programmes in last 3 years + No. trained through CPD annually	Teacher training	Per package	150	12382	12382	12382	1,857,345	1,857,345	1,857,345	<b>5,572,035</b>
			Monitoring through supervisors in class follow up	Per annum	1,500	149	149	149	223,500	223,500	223,500	<b>670,500</b>
			Material development	Package of learning materials	100,000	1			100,000	0	0	<b>100,000</b>
			Materials	Printing materials	30	12,382	12,382	12,382	371,469	371,469	371,469	<b>1,114,407</b>
			<b>Sub-total</b>									<b>3,052,314</b>
27	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	Conduct of reform study and its implementation	Undertake study	Per finalised study report draft	100,000	1			100,000	0	0	<b>100,000</b>
			Implement findings	Admin	30,000		1	1		30,000	30,000	<b>60,000</b>
			<b>Sub-total</b>									<b>100,000</b>
28	Intervention 2.4c: Build strong foundation for early learning through training of early grade teachers in reading, writing and mathematics	Number of teachers trained	Teacher training	Per package	150	9763	9763	9763	1,464,500	1,464,500	1,464,500	<b>4,393,500</b>
			Monitoring through supervisors in class follow up	Per annum	1,500	149	149	149	223,500	223,500	223,500	<b>670,500</b>
			Material development	Per Package of learning materials	100,000	1			100,000	0	0	<b>100,000</b>
			Materials	Printing materials	30	9763	9763	9763	292,900	292,900	292,900	<b>878,700</b>
			<b>Sub-total</b>									<b>2,580,900</b>

<b>BUDGET ASSUMPTIONS</b>												
#	Activity	Expected result or output	Cost Description	Unit Type	Unit Cost	Quantity, 2018	Quantity, 2019	Quantity, 2020	Cost 2018	Cost 2019	Cost 2020	Total
29	Intervention 2.4d: Establish and implement a system for strengthening the management of the teacher workforce (recruitment, deployment, promotion, etc.)	Number of teachers receiving (i) subject (ii) needy area allowances	Identify teacher needs	Per finalised study report draft	100,000	1			100,000	0	0	<b>100,000</b>
			Allowances	Subject allowance	100	900	900	100	90,000	90,000	90,000	<b>270,000</b>
			Allowances	Needy area	100	900	900	900	90,000	90,000	90,000	<b>270,000</b>
			<b>Sub-total</b>							<b>280,000</b>	<b>180,000</b>	<b>180,000</b>

# 3 – SYSTEM STRENGTHENING

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## 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

Strategic Outcome	Intervention name	Indicator Name	Indicator Targets			Data collection		
			2018	2019	2020	Frequency	Source	Responsible
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	No of unfilled high priority positions	10	4	0	Annually	HR	Office of the Permanent Secretary & Human Resource Unit.
	Intervention 3.1b: Secure the support necessary for TSC to be able to fill key HQ positions and become fully functional	No of key TSC HQ positions unfilled	10	4	0	Annually	TSC	TSC
3.2 – Develop and maintain a clean teacher payroll and records	3.2: Develop and maintain a clean teacher payroll and records	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	a/a%	a - 10% / 90%	a - 20% / 95%	Every 6 months / Annually	TSC, School census	Office of the CEO, TSC, MOFED
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	Service Delivery Rating	a	a + (10% of a)	a + (20% of a)	Annually	Survey	PPD and Inspectorate / Quality Assurance Directorate
	Intervention 3.3b: Provision of capacity development training based on a comprehensive MEST staff development programme	Service Delivery Rating	a	a + (10% of a)	a + (20% of a)	Annually	Survey, HR	Office of the PS, Human Resource Unit
	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	No. of days taken for release of results and Pass Rates for BECE and WASSCE	75	70	70	Annually	Exam results and release dates	Office of the CEO
	Intervention 3.3d: Introduce Performance Based Financing (PBF) by the GoSL for the financing of schools, colleges, polytechnics and universities	No. of institutions meeting requirements for full PBF	a	a + (20% of a)	a + (30% of a)	Annually	PBF Disbursement Reports, School assessments by DEOs	MOFED, PPD, QAD/Inspectorate

Strategic Outcome	Intervention name	Indicator Name	Indicator Targets			Data collection		
			2018	2019	2020	Frequency	Source	Responsible
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	% of DEO able to collect own data for ASC and display overall totals	30%	100%	100%	Monthly	DEO reports	QAD/ Inspectorate/PPD
	Intervention 3.4b: Enable Paramount Chiefs to participate in the education monitoring / validation process and produce termly reports on education in their Chiefdom	% of PCs submitting termly reports on time	50%	100%	100%	Termly	PC reports, DEO reports	QAD/Inspectorate
	Intervention 3.4c: Strengthen EMIS to become a 'one-stop shop' for all MEST data on education	EMIS Data Desk established & functioning + Website Data Access Point	Yes	Yes	Yes	One off	EMIS team, Website review	Planning and Policy Directorate
	Intervention 3.4.d: Strengthen and improve partner coordination	4W Database operational - partner interventions evenly distributed and duplication minimised	Yes	Yes	Yes	Every 6 months	Database review	Partner Coordinating Office & NGO Desk + PPD

## 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\$.

BUDGET ASSUMPTIONS												
#	Activity	Expected result or output	Cost Description	Unit Type	Unit Cost	Quantity, 2018	Quantity, 2019	Quantity, 2020	Cost 2018	Cost 2019	Cost 2020	Total
30	Intervention 3.1a: Obtain support to staff up the highest priority MEST HQ professional staff vacancies	14 High priority MEST positions filled	Salary	Salary	15,000	4	10	14	60,000	150,000	210,000	<b>420,000</b>
			<b>Sub-total</b>						<b>60,000</b>	<b>150,000</b>	<b>210,000</b>	<b>420,000</b>
31	Intervention 3.1b: Secure the support necessary for TSC to be able to fill key HQ positions and become fully functional	14 key TSC positions filled	Salary	Salary	15,000	4	10	14	60,000	150,000	210,000	<b>420,000</b>
			<b>Sub-total</b>						<b>60,000</b>	<b>150,000</b>	<b>210,000</b>	<b>420,000</b>
32	Intervention 3.2: Develop and maintain clean teacher payroll and records	20% fewer written complaints about payroll + records received by TSC + 95% of teachers in GoSL + Assisted schools approved for financial support on payroll	Periodic checking and cleaning as necessary	Per annual check + cleaning	50,000	1	1	1	50,000	50,000	50,000	<b>150,000</b>
			Move from paper to digital teacher records	Support	500,000	1	1		500,000	500,000	0	<b>1,000,000</b>
			<b>Sub-total</b>						<b>550,000</b>	<b>550,000</b>	<b>50,000</b>	<b>1,150,000</b>

BUDGET ASSUMPTIONS												
#	Activity	Expected result or output	Cost Description	Unit Type	Unit Cost	Quantity, 2018	Quantity, 2019	Quantity, 2020	Cost 2018	Cost 2019	Cost 2020	Total
33	Intervention 3.3a: Disseminate the MEST Service Charter widely and conduct an annual education service delivery survey professional staff vacancies	20% increase in Service Delivery Rating	Finalise and print service delivery charter	Total cost for finalisation and printing	100,000	1			100,000	0	0	<b>100,000</b>
			Printing survey	Per Printed survey form	2		9,000	9,000	0	18,000	18,000	<b>36,000</b>
			Service Delivery survey	Per survey	100,000	1	1	1	100,000	100,000	100,000	<b>300,000</b>
			<b>Sub-total</b>							<b>200,000</b>	<b>118,000</b>	<b>118,000</b>
34	Intervention 3.3b: Provision of capacity development training based on a comprehensive MEST staff development programme	20% increase in Service Delivery Rating	Development of a comprehensive staff training/ development plan	Admin / Support	50,000	1			50,000	0	0	<b>50,000</b>
			Train MEST staff	Training programmes	5,000	30	30	30	150,000	150,000	150,000	<b>450,000</b>
			<b>Sub-total</b>							<b>200,000</b>	<b>150,000</b>	<b>150,000</b>
35	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	Release of results and Pass Rates for BECE and WASSCE within 70 days	Support to reform process	Support and equipment	200,000	1			200,000	0	0	<b>200,000</b>
			Training in data analysis and reporting	Support	50,000	1			50,000	0	0	<b>50,000</b>
			Annual district level workshop	Per district level Workshop	25,000	14	14	14	350,000	350,000	350,000	<b>1,050,000</b>
			<b>Sub-total</b>							<b>600,000</b>	<b>350,000</b>	<b>350,000</b>

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

# 4 - EMERGENCY PREPAREDNESS AND RESPONSE

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## 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. 4.1 - An Emergency Preparedness and Response Plan, Handbook, and Phone Directory for all Educational Institutions**

- **Intervention 4.1:** Development, Printing and Distribution of an Emergency Preparedness and Response Plan, Handbook, and Phone Directory for all Educational Institutions.

### **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

Strategic Outcome	Intervention name	Indicator Name	Indicator Targets			Data collection		
			2018	2019	2020	Frequency	Source	Responsible
4.1 - An Emergency Preparedness and Response Plan, Handbook, and Phone Directory for all Educational Institutions	Intervention 4.1: Development, Printing and Distribution of an Emergency Preparedness and Response Plan, Handbook, and Phone Directory for all Educational Institutions	% of institutions. with EPRP Handbook + Phone Directory	a	a + (50% x a)	100%	Every 6 months	Situation Room, Supervisors / Inspectors	Inspectorate, Planning and Policy Directorate
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	Jingles, posters, etc., in use and in all educational institutions as well as MEST offices	Yes	Yes	Yes	Every 6 months	DEO reports	Inspectorate, Planning and Policy Directorate
	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	Updated information on the website	Yes	Yes	Yes	Every 6 months	Website review	PPD, Situation Room, ICT Unit

## 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\$.

BUDGET ASSUMPTIONS												
#	Activity	Expected result or output	Cost Description	Unit Type	Unit Cost	Quantity, 2018	Quantity, 2019	Quantity, 2020	Cost 2018	Cost 2019	Cost 2020	Total
41	Intervention 4.1: Development, Printing and Distribution of an Emergency Preparedness and Response Plan, Handbook, and Phone Directory for all Educational Institutions	100% of institutions have the EPRP handbook and phone directory	Development and printing	Development and validation lump sum	100,000	1			100,000	0	0	<b>100,000</b>
			Printing and distribution	Per distributed copy	2	9,000		9,000	18,000	0	18,000	<b>36,000</b>
				Updating	5,000		1		0	5,000	0	<b>5,000</b>
			<b>Sub-total</b>								<b>118,000</b>	<b>5,000</b>
42	Intervention 4.2a: Provision of sensitisation and awareness raising on the Emergency Preparedness and Response Plan as well as necessary training	Jingles, posters, etc., in use and in all educational institutions as well as MEST offices	Trainings and communications	Trainings and sensitisation per district and per annum	10,000	14	14	14	140,000	140,000	140,000	<b>420,000</b>
			<b>Sub-total</b>							<b>140,000</b>	<b>140,000</b>	<b>140,000</b>
43	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	Updated information on the website	Data collection and systems integration	Data and monitoring systems support per annum (including support for website)	200,000	1	1	1	200,000	200,000	200,000	<b>600,000</b>
			<b>Sub-total</b>							<b>200,000</b>	<b>200,000</b>	<b>200,000</b>

## 5 - COST OF ESP IMPLEMENTATION

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.

Activity	Cost 2018 (\$)	Cost 2019 (\$)	Cost 2020 (\$)	Total
<b>ACCESS, RELEVANCE AND COMPLETION</b>	<b>26,870,600</b>	<b>25,834,800</b>	<b>26,540,800</b>	<b>79,246,200</b>
Intervention 1.1a: Reduce the cost of schooling to parents and households by ensuring school subsidies are reviewed and disbursed on time	0	0	0	0
Intervention 1.1b: Encourage and motivate parents and communities to have children start primary schooling at the official starting age of 6 years	328,800	278,800	278,800	886,400
Intervention 1.2a: Develop a policy and costed action plan to guide expansion of quality pre-school education and improve MEST capacity to deliver	230,000	30,000	30,000	290,000
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	1,298,000	1,248,000	1,148,000	3,694,000
Intervention 1.3a: Improved Government led school feeding programme through the establishment of strong partnerships	12,489,800	11,232,000	11,232,000	34,953,800
Intervention 1.4a: Expand the tuition support programme for girls at JSS level to improve gender parity	2,750,000	2,750,000	2,750,000	8,250,000
Intervention 1.4b: Formalise the policy for re-entry of teenage mothers into the school system	160,000	816,000	1,472,000	2,448,000
Intervention 1.4c: Ensure all schools are safe for girls through curbing sexual violence and exploitation in schools	238,000	138,000	138,000	514,000

Activity	Cost 2018 (\$)	Cost 2019 (\$)	Cost 2020 (\$)	Total
Intervention 1.5a: Ensure equity by providing scholarships to SSS students satisfying predefined criteria	450,000	450,000	450,000	1,350,000
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	5,770,000	5,770,000	5,770,000	17,310,000
Intervention 1.6b: Ensure that at least 15% of existing schools have ramps for students with disability	1,260,000	1,260,000	1,260,000	3,780,000
Intervention 1.7a: Develop an implementation plan for the TVET policy	100,000	0	0	100,000
Intervention 1.7b: Formal constitution and operationalisation of NCTVE	200,000	250,000	250,000	700,000
Intervention 1.7c: Strengthen and streamline Public/Private Partnership in provision of TVET	100,000	0	0	100,000
Intervention 1.8a: Develop a higher education strategy/framework to consolidate the policies for addressing equitable growth, quality, and relevance	100,000	0	0	100,000
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)	0	0	0	0
Intervention 1.9a: Provide accelerated primary education for older children and youths aged 10 to 15 years	698,000	806,000	881,000	2,385,000
Intervention 1.9b: Increase and regularise the funding for non-formal and adult education	698,000	806,000	881,000	2,385,000
<b>QUALITY, RELEVANCE AND INTEGRITY</b>	<b>9,704,707</b>	<b>11,582,582</b>	<b>8,767,554</b>	<b>30,054,842</b>
Intervention 2.1a: Conduct annual sample-based learning assessment for selected pupil levels in English Language Arts and mathematics	1,500,000	1,500,000	1,500,000	4,500,000
Intervention 2.1b: Undertake curriculum revision/ updating and reform as necessary	1,621,993	1,154,068	1,189,040	3,965,100

Activity	Cost 2018 (\$)	Cost 2019 (\$)	Cost 2020 (\$)	Total
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	100,000	3,090,800	240,800	3,431,600
Intervention 2.1d: Undertake studies in assessment, performance and employability of learners	100,000	100,000	100,000	300,000
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	75,000	0	0	75,000
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	190,000	90,000	90,000	370,000
Intervention 2.3b: Develop and implement a National Strategy and Action Plan on Examination Malpractices, Unethical and Corrupt Practices in Education	104,500	4,500	4,500	113,500
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	3,052,314	2,952,314	2,952,314	8,956,942
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	100,000	30,000	30,000	160,000
Intervention 2.4c: Build strong foundation for early learning through training of early grade teachers in reading, writing and mathematics	2,580,900	2,480,900	2,480,900	7,542,700
Intervention 2.4d: Establish and implement a system for strengthening the management of the teacher workforce (recruitment, deployment, promotion, etc.)	280,000	180,000	180,000	640,000
<b>SYSTEM STRENGTHENING</b>	<b>1,874,550</b>	<b>1,892,550</b>	<b>1,242,550</b>	<b>5,009,650</b>
Intervention 3.1a: Obtain support to staff up the highest priority MEST HQ professional staff vacancies	60,000	150,000	210,000	420,000
Intervention 3.1b: Secure the support necessary for TSC to be able to fill key HQ positions and become fully functional	60,000	150,000	210,000	420,000

Activity	Cost 2018 (\$)	Cost 2019 (\$)	Cost 2020 (\$)	Total
Intervention 3.3a: Disseminate the MEST Service Charter widely and conduct an annual education service delivery survey	200,000	118,000	118,000	436,000
Intervention 3.3b: Provision of capacity development training based on a comprehensive MEST staff development programme	200,000	150,000	150,000	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	600,000	350,000	350,000	1,300,000
Intervention 3.3d: Introduce Performance Based Financing (PBF) by the GoSL for the financing of schools, colleges, polytechnics and universities	0	0	0	0
Intervention 3.4a: Equip and empower each DEO to collect and analyse data on education in the district in which it is located	107,600	57,600	57,600	222,800
Intervention 3.4b: Enable Paramount Chiefs to participate in the education monitoring/ validation process and produce termly reports on education in their Chiefdom	81,950	81,950	81,950	245,850
Intervention 3.4c: Strengthen EMIS to become a 'one-stop shop' for all MEST data on education	0	270,000	0	270,000
Intervention 3.4d: Strengthen and improve partner coordination	15,000	15,000	15,000	45,000
<b>EMERGENCY PREPAREDNESS AND RESPONSE</b>	<b>458,000</b>	<b>345,000</b>	<b>358,000</b>	<b>1,161,000</b>
Intervention 4.1: Development, Printing and Distribution of an Emergency Preparedness and Response Plan, Handbook, and Phone Directory for all Educational Institutions	118,000	5,000	18,000	141,000
Intervention 4.2a: Provision of sensitisation and awareness raising on the Emergency Preparedness and Response Plan as well as necessary training	140,000	140,000	140,000	420,000
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	200,000	200,000	200,000	600,000
<b>TOTAL</b>	<b>38,907,857</b>	<b>39,654,932</b>	<b>36,908,904</b>	<b>115,471,692</b>

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**

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

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

Theme	Input intervention	Performance Indicator	Baseline Assumption	Milestone/Target	Actual	Milestone/Target	Actual	Milestone/Target	Actual
			2016/17	2018		2019		2020	
Access Equity and Completion	1.1a: Reduce the cost of schooling to parents and households (primary)	% of 6-11 years old out of school / Girls out	N/A	25%/a%		20%/a%-7%		15%/a%-15%	
Access Equity and Completion	1.1b: Encourage and motivate parents and communities to have children start primary schooling at the official starting age of 6 years	Primary/Class 1 NIR/Girls NIR - A 3% increase in the 2018 value for both by 2019 and a 6% increase by 2020	N/A	a%/a%		a+3%		a+6%	
Access Equity and Completion	1.2a: Develop a policy and costed action plan to guide expansion of quality pre-school education	Pre-primary GIR/Girls Pre-prim GIR - % increases as shown in table	Policy not available	14%/a%		19%/a%+6%		24%/a%+11%	
Access Equity and Completion	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	Pre-primary GER - 9% increase by 2020 relative to baseline	11%	12%		16%		20%	
Access Equity and Completion	1.3a: Improved government-led school feeding programme through the establishment of strong partnerships	% of govt. & govt- assisted schools benefiting from the national school feeding programs	N/A	100%		100%		100%	
Access Equity and Completion	1.4a: Expand the tuition support programme for girls at JSS level to improve gender parity	Primary to JSS Transition Rate for Girls - 10% increase by 2020	84%	88%		91%		94%	

Theme	Input intervention	Performance Indicator	Baseline Assumption	Milestone/Target	Actual	Milestone/Target	Actual	Milestone/Target	Actual
			2016/17	2018		2019		2020	
Access Equity and Completion	1.4b: Formalise policy for re-entry of teenage mothers into the school system	JSS GER for girls - 7% increase between 2018 and 2020	N/A	60%		63%		67%	
Access Equity and Completion	1.4c: All schools are safe for girls through curbing sexual violence and exploitation in schools	JSS GCR/PCR for girls - 10% increase between 2018 and 2020	N/A	40%		45%		50%	
Access Equity and Completion	1.5a: Ensure equity by providing scholarships to SSS students satisfying predefined criteria	GER + GPI - % increases as shown in table	N/A	29%/0.92		30%/0.93		32%/0.96	
Access Equity and Completion	1.6a: Construct additional fully functional and equipped classrooms to accommodate current and projected demand as well as phase out double-shift schooling	% Prim., JS; SS categorised as over-crowded + No. of classrooms constructed		Pri-35%, JSS-30%, SS-25% + 200 classrooms + 5 new JSS/SSS		Pri-30%, JSS-25%, SS-20% + 200 classrooms + 5 new JSS/SSS		Pri-25%, JSS-20%, SS-15% + 200 classrooms + 5 new JSS/SSS	
Access Equity and Completion	1.6b: Ensure at least 15% of existing schools have ramps for students with disability	Number of schools given ramps	N/A	450		450		450	
Access Equity and Completion	1.7a: Develop an implementation plan of the TVET policy	Implementation plan developed and in use	TVET policy available, Implementation plan not available	TVET policy available and in use, approved implementation plan available and in use		TVET functions guided by a policy and an implementation plan		TVET functions guided by a policy and an implementation plan	
Access Equity and Completion	1.7b: Formal constitution and operationalisation of NCTVE	Fully functional NCTVE guided by a constitution	No NCTVE constitution and NCTVE not operationalised	Draft of Formal Constitution available by end of 2018		Approved constitution available and in use		Approved constitution available and in use	

Theme	Input intervention	Performance Indicator	Baseline Assumption	Milestone/Target	Actual	Milestone/Target	Actual	Milestone/Target	Actual
			2016/17	2018		2019		2020	
Access Equity and Completion	1.7c: Strengthen and streamline Public/Private partnership in provision of TVET	Additional PPP established to boost support to TVET activities - 20 by 2020	No TVET PPP	5		10		20	
Access Equity and Completion	1.8a: Develop a higher education strategy/ framework to consolidate the policies for addressing equitable growth, quality, and relevance	Stakeholders rating of higher education	N/A	A%		B= A + 10%		B + 10%	
Access Equity and Completion	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)	GPI + % Students with disabilities in HEd - GPI increases by 0.15 by 2020 and % of students with disability in HEd by 3%	Scholarship-GoSL grant-in-aid and other multilateral scholarships to the neediest students provided	A/A%		B=(A+0.05) B% = A%+1%		B + 0.15 B% + 2%	
Access Equity and Completion	1.9a: Provide accelerated primary education for older children and youth ages of 10 to 15 years old	No. registered in programme - Increases by 20% by 2020	N/A	A		B = A + 10%		C = A + 20%	

Theme	Input intervention	Performance Indicator	Baseline Assumption	Milestone/Target	Actual	Milestone/Target	Actual	Milestone/Target	Actual
			2016/17	2018		2019		2020	
Access Equity and Completion	1.9b: Increase and regularise the funding for non-formal and adult education	Literacy rate - Increases by 4% between 2018 and 2020	N/A	52%		54%		56%	
Quality Relevance and Integrity	2.1a: Conduct annual sample-based learning assessment for selected pupil levels in English Language Arts and mathematics	Learning Assessment - % at expected Prim + JS learning / performance level	N/A	A%		a+10%		a+10%	
Quality Relevance and Integrity	2.1b: Undertake curriculum revision/updating and reform as necessary	Teachers trained in use of updated SSS curriculum	N/A	20,983		20,983		21,619	
Quality Relevance and Integrity	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	Pass Rates in Int. Sc. at BECE and in Bio and Chem at WASSCE		64%-BECE, WASSCE; BIO-50%, CHEM-30%		67%-BECE, WASSCE; BIO-54%, CHEM-35%		70%-BECE, WASSCE; BIO-58%, CHEM-40%	
Quality Relevance and Integrity	2.1d: Undertake studies in assessment, performance and employability of learners	All Findings of studies made public	Few studies made public	1 Study finding made public		1 Study finding made public		1 Study finding made public	
Quality Relevance and Integrity	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	% of institutions at different levels meeting minimum standards + Updated Ed. Policy in use - 100% by 2020	N/A	25%		60%		100%	

Theme	Input intervention	Performance Indicator	Baseline Assumption	Milestone/Target	Actual	Milestone/Target	Actual	Milestone/Target	Actual
			2016/17	2018		2019		2020	
Quality Relevance and Integrity	2.3a: Sensitise learners on their rights and referral channels in regards to corruption and exploitation at JSS, SSS, TVET, HEIs and learning centres	No. of institutions complying - A total of 9,000 by 2020	N/A	2000		6000		9000	
Quality Relevance and Integrity	2.3b: Develop and implement a National Strategy and Action Plan on Examination Malpractices, Unethical and Corrupt Practices in Education	Exam malpractices reported as % of 2018 baseline + implementation of Action Plan	No National Strategy and Action Plan on Examination Malpractices, unethical and corrupt practices in education in existence	A% + Yes		(a*40%) + Yes		(a*20%) + Yes	
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	% of teachers benefitted from CPD programmes in last 3 years + No. trained through CPD annually	N/A	25% + 12,382		50% + 12,382		70% + 12,382	
Quality Relevance and Integrity	2.4b: Develop and implement a set of reforms in pre-service education that are consistent with norms and standards for effective teacher performance	No. of reforms implemented based on findings of reform study - 5	N/A	1		3		1	
Quality Relevance and Integrity	2.4c: Build strong foundation for early learning through training of early grade teachers in reading, writing and mathematics	Number of teachers trained	N/A	9763		9763		9763	

Theme	Input intervention	Performance Indicator	Baseline Assumption	Milestone/Target	Actual	Milestone/Target	Actual	Milestone/Target	Actual
			2016/17	2018		2019		2020	
Quality Relevance and Integrity	2.4d: Establish and implement a system for strengthening the management of the teacher workforce (recruitment, deployment, promotion, etc.)	No. of teachers receiving (i) subject (ii) needy area allowances	0	(i) a ; (ii) x		(i) a+15 ; (ii) x + 15		(i) a + 20; (ii) x + 20	
System Strengthening	3.1a: Obtain support to staff up the highest priority MEST HQ professional staff vacancies for a minimum period of 2 years	No of unfilled high priority positions	14 High priority HQ MEST vacancies not filled	10		4		0	
System Strengthening	3.1b: Secure the support necessary for TSC to be able to fill key HQ positions and become fully functional	No of key TSC HQ positions unfilled	Key TSC HQ positions unfilled	10		4		0	
System Strengthening	3.2: Develop and maintain clean teacher payroll records	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%	PRP study conducted on Teacher payroll	A/A%		a - 10% / 90%		a - 20% / 95%	
System Strengthening	3.3a: Disseminate the MEST Service Charter widely and conduct an annual education service delivery survey	% Change in service delivery ratings	Draft Service Delivery Charter Available	A%		A + (10% of A)		A + (20% of A)	
System Strengthening	3.3b: Provision of capacity development training based on a comprehensive MEST staff development programme	Service Delivery Rating	No staff development programme in use	A%		A + (10% of A)		A + (20% of A)	

Theme	Input intervention	Performance Indicator	Baseline Assumption	Milestone/Target	Actual	Milestone/Target	Actual	Milestone/Target	Actual
			2016/17	2018		2019		2020	
System Strengthening	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	No. of days taken for release of results and Pass Rates for BECE and WASSCE	N/A	75		70		70	
System Strengthening	3.3d: Introduce Performance Based Financing (PBF) by the GoSL for the financing of schools, colleges, polytechnics and universities	No. of institutions meeting requirements for full PBF	Pilot of PBF by MEST through the GPE REDiSL project	A%		a + (20% of a)		a + (30% of a)	
System Strengthening	3.4a: Equip and empower each DEO to collect and analyse data on education in each district	% of DEO able to collect own data for ASC and display overall totals	DEOs partly equipped to collect data	30%		100%		100%	
System Strengthening	3.4b: Enable Paramount Chiefs to participate in the education monitoring process and produce termly reports on education in their Chieftdom	% of PCs submitting termly reports	Mobile phones distributed to 149 paramount chiefs	50%		100%		100%	
System Strengthening	3.4c: Strengthen EMIS to become a 'one-stop shop' for all MEST data on education	EMIS Data Desk established & functioning + Website Data Access Point	Operational EMIS	Fully functional EMIS		Fully functional EMIS		Fully functional EMIS	
System Strengthening	3.4d: Strengthen and improve partner coordination	4W Database operational - partner interventions evenly distributed and duplication minimised	Operational Partner Coordinating Office	Fully functional Partners Coordinating Office		Fully functional Partners Coordinating Office		Fully functional Partners Coordinating Office	

Theme	Input intervention	Performance Indicator	Baseline Assumption	Milestone/Target	Actual	Milestone/Target	Actual	Milestone/Target	Actual
			2016/17	2018		2019		2020	
Emergency Preparedness and Response	4.1: Development, Printing and Distribution of an Emergency Preparedness and Response Plan, Handbook, and Phone Directory for all Educational Institutions	No. of institutions. with EPRP Handbook + Phone Directory	No Emergency preparedness and response plan	a		a + (50% x a)		100%	
Emergency Preparedness and Response	4.2a: Provision of sensitisation and awareness raising on the Emergency Preparedness and Response Plan as well as necessary training	Jingles aired / Posters on display	Regional sensitisation done (South and North-east)	Awareness Raising/Training and sensitisation conducted		Awareness Raising/Training and sensitisation conducted		Awareness Raising/Training and sensitisation conducted	
Emergency Preparedness and Response	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	Updated information on website	Strong coordination on emergency preparedness and response not established	Coordination, Data and monitoring systems support (including support for website)		Coordination, Data and monitoring systems support (including support for website)		Coordination, Data and monitoring systems support (including support for website)	

## ANNEX I – M&E FRAMEWORK MATRIX – PART 2

Theme	Input intervention	Performance Indicator	Output	Outcome	Means of Verification	Monitoring Frequency	Implementing Office	Responsible Office/ Directorate/ Division/ Unit for Monitoring
Access Equity and Completion	1.1a: Reduce the cost of schooling to parents and households (primary)	% of 6-11 years old out of school / Girls out of school	A reduction in the % of children out of school especially girls due to cost reduction. 15% reduction for boys and 15% less for girls	All Children enter school and complete primary education	Sector Analysis & ASC report	Yearly (Conducted once)	Primary Division, Gender Desk	Planning & policy-Monitoring and Evaluation Unit Basic Education Secretariat, primary division, and Gender desk
Access Equity and Completion	1.1b: Encourage and motivate parents and communities to have children start primary schooling at the official starting age of 6 years	Primary/Class 1 NIR/ Girls NIR - A 3% increase in the 2018 value for both by 2019 and a 6% increase by 2020	More children starting school at age 6 years (6% increase in Class 1 NIR)	All Children enter school and complete primary education	Sector Analysis & ASC report	Yearly (Conducted once)	Inspectorate	Planning & policy-Monitoring and Evaluation Unit Basic Education Secretariat, Primary Division, and Gender Desk
Access Equity and Completion	1.2a: Develop a policy and costed action plan to guide expansion of quality pre-school education	Pre-primary GIR/ Girls Pre-prim GIR - % increases as shown in table	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	Increased access to pre-school for children 3 to 5 years old	Policy and Costed action plan, Sector analysis & ASC	Yearly (Conducted once)	Pre-Primary Division, Gender Desk	Planning & policy-Monitoring and Evaluation Unit Basic Education Secretariat, primary division, and Gender desk
Access Equity and Completion	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	Pre-primary GER - 9% increase by 2020 relative to baseline	Expansion Strategy Developed and more children attending pre-primary school (Pre-primary GER reaches 20% in 2020)	Increased availability of primary school places and more children starting primary schooling having benefited from pre-primary schooling	Strategy document, Sector Analysis & ASC report	Yearly (Conducted once)	Pre-primary Unit & Partners	Planning & Policy-Monitoring and Evaluation Unit, Basic Education Secretariat & Pre-primary unit

Theme	Input intervention	Performance Indicator	Output	Outcome	Means of Verification	Monitoring Frequency	Implementing Office	Responsible Office/ Directorate/ Division/ Unit for Monitoring
Access Equity and Completion	1.3a: Improved government-led school feeding programme through the establishment of strong partnerships	% of GoSL. & GoSL assisted schools benefiting from the national school feeding programs	More children receiving school feeding - 100% in GoSL and GoSL-assisted primary schools	An improved and more effective school-feeding programme for primary schools	Sector Analysis, Service Delivery Survey report, reports from Situation Room monitors & ASC report	Monthly for SF unit, yearly-ASC & once for Sector analysis, Quarterly for MOFED	School Feeding Unit & Partners	Planning & Policy-Monitoring & Evaluation Unit and School Feeding Unit, MoFED .
Access Equity and Completion	1.4a: Expand the tuition support programme for girls at JSS level to improve gender parity	Primary to JSS Transition Rate for Girls - 10% increase by 2020	JSS girls receiving full tuition support even in JSS2 and JSS3 and primary to JSS transition rate for girls reaches 94%	Increase in primary to JSS transition rates for girls	Disbursement Report from MOFED, Sector analysis & ASC.	At the end of every school term-MOFED, yearly-ASC & sector Analysis	PPD, Gender Desk, MOFED	Planning & Policy Directorate, Inspectorate, Gender Desk
Access Equity and Completion	1.4b: Formalise policy for re-entry of teenage mothers into the school system	JSS GER for girls - 7% increase between 2018 and 2020	Existing policy revisited, fine-tuned as necessary and formalised and as a result JSS GER for girls reaches 67%	More girls re-entering the school system and contributing to an increase in the GER for girls at the JSS level	Formalised Policy Document, ASC report, Sector Analysis report	Yearly (Conducted once)	Gender Desk & Development partners	Non-formal education / Programmes
Access Equity and Completion	1.4c: All schools are safe for girls through curbing sexual violence and exploitation in schools	JSS GCR/PCR for girls - 10% increase between 2018 and 2020	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%	Increase in GCR/PCR for girls at JSS level	Sector Assessment Report, ASC	Yearly (Conducted once)	Gender Desk & Development partners	Planning & Policy directorate & Gender desk & Quality Assurance Directorate

Theme	Input intervention	Performance Indicator	Output	Outcome	Means of Verification	Monitoring Frequency	Implementing Office	Responsible Office/ Directorate/ Division/ Unit for Monitoring
Access Equity and Completion	1.5a: Ensure equity by providing scholarships to SSS students satisfying predefined criteria	GER + GPI - % increases as shown in table	More poor and disadvantaged students, girls in particular, enrolled in SSS and GER increases to 32% in 2020 and GPI to 0.96	Increased equitable access to Senior Secondary School (SSS) as shown by increase in GPI and SSS in poor areas with more students enrolled	Sector Assessment Report, ASC	Yearly (Conducted once)	Programme Dir. - Secondary Div. and Gender Desk	Planning & Policy Directorate & Secondary Div., & Quality Assurance Directorate
Access Equity and Completion	1.6a: Construct additional fully functional and equipped classrooms to accommodate current and projected demand as well as phase out double-shift schooling	% Prim., JS; SS categorised as overcrowded + No. of classrooms constructed	New classrooms and schools constructed and percentage of schools categorised as overcrowded reduces as shown in table	Fewer schools overcrowded and fewer running double shift	Sector Assessment Report, ASC + Awards Body (ies)	Yearly (Conducted once)	Educational Programmes and Services	Policy & Planning Directorate; Educational Programmes and Services, Quality Assurance Directorate
Access Equity and Completion	1.6b: Ensure at least 15% of existing schools have ramps for students with disability	Number of schools given ramps	Schools with ramps - 15% additional schools	Schools more disabled friendly and inclusive	Sector Assessment Report, ASC	Yearly (Conducted once)	PPD, Inspectorate, Contracted Entities	PPD- M&E Unit and Quality Assurance Directorate
Access Equity and Completion	1.7a: Develop an implementation plan of the TVET policy	Implementation plan developed and in use	A TVET implementation plan in use	Better quality TVET and increased equitable access to TVET	Approved TVET Implementation Plan	Yearly (Conducted once for sector assessment report) 2020-quarterly monitoring	TVET Unit & HEST and partners	HEST & TVET Unit
Access Equity and Completion	1.7b: Formal constitution and operationalisation of NCTVE	Fully functional NCTVE guided by a constitution	Approved NCTVE constitution and a fully functional NCTVE	Increased equitable access to Technical and Vocational Education	NCTVE Constitution, NCTVE Reports & Sector Assessment Report	Yearly (Conducted once for sector assessment report)	TVET Unit & HEST supported by partner(s)	HEST & TVET Unit
Access Equity and Completion	1.7c: Strengthen and streamline Public/Private partnership in provision of TVET	Additional PPP established to boost support to TVET activities - 20 by 2020	New TVET Public Private Partnerships - 20 new by 2020	Increased equitable access to Technical and Vocational Education	20 PPP agreements & reports on PPP support	Yearly	TVET Unit & HEST supported by partners	HEST & TVET Unit

Theme	Input intervention	Performance Indicator	Output	Outcome	Means of Verification	Monitoring Frequency	Implementing Office	Responsible Office/ Directorate/ Division/ Unit for Monitoring
Access Equity and Completion	1.8a: Develop a higher education strategy/ framework to consolidate the policies for addressing equitable growth, quality, and relevance	Stakeholders rating of higher education	Higher education strategy/ framework in use and stakeholders rating of higher education increases by 10%	Increase in stakeholders rating of higher education	Higher Education Strategy/ Framework, Sector Assessment Report	Yearly for Sector Assessment	HEST and the TEC	PPD, HEST and TEC
Access Equity and Completion	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)	GPI + % Students with disabilities in HED - GPI increases by 0.15 by 2020 and % of students with disability in HED by 3%	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%	Increased equitable access to higher education	Approved scholarship lists	Yearly at target intervals	HEST and the Student Awards Unit	Student Awards Unit + PPD
Access Equity and Completion	1.9a: Provide accelerated primary education for older children and youth ages of 10 to 15 years old	No. registered in programme - Increases by 20% by 2020	More youths enrolled in accelerated learning programme - 20% more by 2020	Improved literacy rate for youth and adults	Sector Assessment Report	Yearly once for every target Interval	Non Formal Dir. Supported by Partner(s)	Office of the CEO, Nonformal Directorate
Access Equity and Completion	1.9b: Increase and regularise the funding for non-formal and adult education	Literacy rate - Increases by 4% between 2018 and 2020	More people able to read and write - Literacy rate increases to 56%	Improved literacy rate for youths and adults	Sector Budget Allocation Report from MOFED	Yearly	Non Formal Dir. and supporting Partner(s)	PPD, Nonformal Division
Quality Relevance and Integrity	2.1a: Conduct annual sample-based learning assessment for selected pupil levels in English Language Arts and mathematics	Learning Assessment - % at expected Prim + JS learning / performance level	More primary and JSS students at the expected learning/performance level - 15% increase between 2018 and 2020	Measurable improvement in the learning and performance students at the primary and JSS level	School performance Analysis report, ASC and sector analysis	Yearly based on academic calendar	PPD & Basic Education Secretariat & Leh Wi Learn	PPD & BES & Leh Wi Learn
Quality Relevance and Integrity	2.1b: Undertake curriculum revision/updating and reform as necessary	Teachers trained in use of updated SSS curriculum	Updated SSS Curriculum and teachers trained in its use	Improvement in the performance of learners at the SSS level	School performance Analysis report, ASC and sector analysis	Yearly based on academic calendar	Programmes Dir. + BES and Leh Wi Lan	Programmes Dir. + BES and Leh Wi Lan

Theme	Input intervention	Performance Indicator	Output	Outcome	Means of Verification	Monitoring Frequency	Implementing Office	Responsible Office/ Directorate/ Division/ Unit for Monitoring
Quality Relevance and Integrity	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	Pass Rates in Int. Sc. at BECE and in Bio and Chem at WASSCE	Increased Pass Rates in Int. Sc. at BECE and in Bio and Chem at WASSCE	Improvement in the learning and performance of learners in the sciences	Exam results, School performance Analysis report, ASC and sector analysis	Yearly	Secondary Division, BES & supporting Partner(s)	BES & Secondary Div.
Quality Relevance and Integrity	2.1d: Undertake studies in assessment, performance and employability of learners	All Findings of studies made public	Study reports, recommendations and findings made public	Better assessment of students	Study reports	Yearly	PPD, BES	PPD, BES
Quality Relevance and Integrity	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	% of institutions at different levels meeting minimum standards + Updated Ed. Policy in use - 100% by 2020	All (100%) educational institutions meeting MEST minimum standards+ updated education policy in use	Educational institutions providing a better learning environment and producing better graduates	Sector Assessment Report, Updated Education Policy & ASC	Yearly	Inspectorate / Quality Assurance Directorate	Inspectorate / Quality Assurance Directorate / programmes
Quality Relevance and Integrity	2.3a: Sensitise learners on their rights and referral channels in regards to corruption and exploitation at JSS, SSS, TVET, HEIs and learning centres	No. of institutions complying - A total of 9,000 by 2020	Fewer cases of corruption and exploitation reported to MEST - institutions complying	Improved teaching / learning environment	Sector Assessment Report, Service delivery survey report, reports from Situation Room monitors	Yearly	Inspectorate / Quality Assurance Directorate	Office of the CEO and Quality Assurance Division
Quality Relevance and Integrity	2.3b: Develop and implement a National Strategy and Action Plan on Examination Malpractices, Unethical and Corrupt Practices in Education	Exam malpractices reported as % of 2018 baseline + implementation of Action Plan	National Strategy and action plan developed and implemented - malpractices reduced by 80%	Unethical and corrupt practices in education minimised and greater confidence in achievements of graduates of the system	National Strategy and Action plan, Service delivery survey report, Situation Room and PC reports	Yearly	PPD and Inspectorate / Quality Assurance Directorate	Office of the CEO and Quality Assurance Directorate

Theme	Input intervention	Performance Indicator	Output	Outcome	Means of Verification	Monitoring Frequency	Implementing Office	Responsible Office/ Directorate/ Division/ Unit for Monitoring
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	% of teachers benefitted from CPD programmes in last 3 years + No. trained through CPD annually	Teachers receiving CPD - 70% benefitting by 2020	Teachers are competent/ professionally qualified, motivated and demonstrate high performance standards	CPD training reports	Monthly	TSC with support from development partners	TSC
Quality Relevance and Integrity	2.4b: Develop and implement a set of reforms in pre-service education that are consistent with norms and standards for effective teacher performance	No. of reforms implemented based on findings of reform study - 5	5 pre-service reform programme developed & implemented	Better quality teachers	Pre-service reform programme report, reports from teacher colleges	Yearly	HEST, TSC and support from development partner(s)	Office of the CEO & HEST and TSC
Quality Relevance and Integrity	2.4c: Build strong foundation for early learning through training of early grade teachers in reading, writing and mathematics	Number of teachers trained	Greater number of teachers trained in early grade reading; writing and mathematics	More competent early grade teachers	Reports from trainers and HEST	Yearly	HEST, TSC and support from development partner(s)	Office of the CEO & HEST and TSC
Quality Relevance and Integrity	2.4d: Establish and implement a system for strengthening the management of the teacher workforce (recruitment, deployment, promotion, etc.)	No. of teachers receiving (i) subject (ii) needy area allowances	Subject and needy area allowances being paid	Competent/ professionally qualified more equitably distributed, motivated and demonstrating high performance standards	TSC report on teacher management and supervision	Yearly	TSC	TSC

Theme	Input intervention	Performance Indicator	Output	Outcome	Means of Verification	Monitoring Frequency	Implementing Office	Responsible Office/ Directorate/ Division/ Unit for Monitoring
System Strengthening	3.1a: Obtain support to staff up the highest priority MEST HQ professional staff vacancies for a minimum period of 2 years	No of unfilled high priority positions	14 High priority MEST positions filled	MEST able to function more effectively and to improve in performance	Letters of appointment and occupancy of offices	Yearly	Human Resource Unit	Office of the Permanent Secretary & Human Resource Unit.
System Strengthening	3.1b: Secure the support necessary for TSC to be able to fill key HQ positions and become fully functional	No of key TSC HQ positions unfilled	14 key TSC positions filled	Teaching Service Commission (TSC) able to better fulfil its role and mandate	Letters of appointment and occupancy of offices	Yearly	TSC	TSC
System Strengthening	3.2: Develop and maintain clean teacher payroll records	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%	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	Develop and maintain a clean teacher payroll and records	Teacher Payroll Record	6 monthly / Yearly	TSC, MOFED & with support from Development Partner(s)	Office of the CEO, TSC, MOFED
System Strengthening	3.3a: Disseminate the MEST Service Charter widely and conduct an annual education service delivery survey	% Change in service delivery ratings	Service Charter disseminated and in use - 20% increase in MEST service delivery rating	A more accountable Ministry that improves in service	Service Delivery Survey Report, Sector Assessment Report	Yearly	PPD and Inspectorate / Quality Assurance Directorate	PPD and Inspectorate / Quality Assurance Directorate
System Strengthening	3.3b: Provision of capacity development training based on a comprehensive MEST staff development programme	Service Delivery Rating	MEST staff trained as part of the staff development programme + 20% increase in MEST service delivery rating	Better trained and more competent staff contributing to improving service delivery	Staff development programme, Training Reports & approved staff performance appraisal	Yearly	Human Resource Unit	Office of the PS, Human Resource Unit
System Strengthening	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	No. of days taken for release of results and Pass Rates for BECE and WASSCE	Timely release of public examination results and performance of schools and candidates - within 70 days	Public perception of WAEC and MEST improved	Public announcement of release of results	Yearly	Office of the CEO	Office of the CEO

Theme	Input intervention	Performance Indicator	Output	Outcome	Means of Verification	Monitoring Frequency	Implementing Office	Responsible Office/ Directorate/ Division/ Unit for Monitoring
System Strengthening	3.3d: Introduce Performance Based Financing (PBF) by the GoSL for the financing of schools, colleges, polytechnics and universities	No. of institutions meeting requirements for full PBF	PBF in use	Educational institutions making better use of resources provided by the GoSL - 30% increase in institutions meeting requirements for PBF	PBF disbursement reports	Yearly	MOFED, PPD, QAD/ Inspectorate	MOFED, PPD, QAD/ Inspectorate
System Strengthening	3.4a: Equip and empower each DEO to collect and analyse data on education in each district	% of DEO able to collect own data for ASC and display overall totals	DEOs fully equipped to manage data - 100% able to collect own data and display totals	Timely, reliable and accurate data and information on education readily accessible and in use	District generated reports	Monthly	QAD/Inspectorate	QAD/Inspectorate / Planning and Policy Directorate
System Strengthening	3.4b: Enable Paramount Chiefs to participate in the education monitoring process and produce termly reports on education in their Chiefdom	% of PCs submitting termly reports	All (100%) PCs involved in monitoring and reporting as required on time	Timely, reliable and accurate data and information on education readily accessible and in use	PC monitoring reports and DEO reports	Termly	QAD/Inspectorate	QAD/Inspectorate
System Strengthening	3.4c: Strengthen EMIS to become a 'one-stop shop' for all MEST data on education	EMIS Data Desk established & functioning + Website Data Access Point	All data on education consolidated and well managed - EMIS Data Desk established & functioning + Website Data Access Point	Timely, reliable and accurate data and information on education readily accessible and in use	Quarterly & Yearly EMIS Report	Quarterly and Yearly	EMIS	PPD
System Strengthening	3.4d: Strengthen and improve partner coordination	4W Database operational - partner interventions evenly distributed and duplication minimised	Partner activities/ support well-coordinated to avoid duplication of efforts - 4W database operational	Timely, reliable and accurate data and information on education readily accessible and in use	Quarterly Report on Partner Coordination	Quarterly and Yearly	Partner Coordinating Office & NGO Desk + PPD	Partner Coordinating Office & NGO Desk + PPD

Theme	Input intervention	Performance Indicator	Output	Outcome	Means of Verification	Monitoring Frequency	Implementing Office	Responsible Office/ Directorate/ Division/ Unit for Monitoring
Emergency Preparedness and Response	4.1: Development, Printing and Distribution of an Emergency Preparedness and Response Plan, Handbook, and Phone Directory for all Educational Institutions	No. of institutions. with EPRP Handbook + Phone Directory	Emergency preparedness, response plan and phone directory in 100% of educational institutions	Education better prepared to respond to emergencies	Emergency Preparedness, response plan and phone directory	6 monthly	Situation Room, QAD / Inspectorate, PPD	Situation Room, QAD / Inspectorate, PPD
Emergency Preparedness and Response	4.2a: Provision of sensitisation and awareness raising on the Emergency Preparedness and Response Plan as well as necessary training	Jingles aired / Posters on display	Awareness raising/ training and sensitisation / communication - Jingles, posters, etc., in use and in all educational institutions as well as MEST offices	Education better prepared to respond to emergencies	Activity Reports produced by EMIS	conducted during and after sensitisation at specific yearly intervals	EMIS and Development Partners	PPD & EMIS
Emergency Preparedness and Response	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	Updated information on website	Updated information on website	Public better informed on current matters of education	SR-Reports, Website content, ICT Unit Report	6 monthly	PPD, Situation Room, ICT Unit	PPD, Situation Room, ICT Unit

## 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.

Level	Strategic Outcome / Category	Intervention Name
<b>Pre-primary</b>	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
	1.2 - Increased access to pre-school for children 3 to 5 years old	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
<b>Primary</b>	1.1 - All Children enter school and complete primary education	Intervention 1.1a: Reduce the cost of schooling to parents and households by ensuring 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
	1.3 - Improved school-feeding programme for primary schools	Intervention 1.3a: Improved government-led school feeding programme through the establishment of strong partnerships
<b>JSS</b>	1.4 - Increased transition rates from primary to Junior Secondary School (JSS), and equitable access to JSS	Intervention 1.4b: Formalise the policy for re-entry of teenage mothers into the school system
	1.4 - Increased transition rates from primary to Junior Secondary School (JSS), and equitable access to JSS	Intervention 1.4c: Ensure all schools are safe for girls through curbing sexual violence and exploitation in schools
<b>SSS</b>	1.5 - Increased equitable access to Senior Secondary School (SSS)	Intervention 1.5a: Ensure equity by providing scholarships to SSS students satisfying predefined criteria
<b>TVET</b>	1.7 - Increased equitable access to Technical and Vocational Education	Intervention 1.7a: Develop an implementation plan for the TVET policy
	1.7 - Increased equitable access to Technical and Vocational Education	Intervention 1.7b: Formal constitution and operationalisation of NCTVE
	1.7 - Increased equitable access to Technical and Vocational Education	Intervention 1.7c: Strengthen and streamline Public/Private partnership in provision of TVET

Level	Strategic Outcome / Category	Intervention Name
Higher education	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
	1.8 - Increased equitable access to higher education	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)
Primary to SSS	1.6 - Improved school infrastructure at primary, JSS and SSS levels	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
Primary to SSS	1.6 - Improved school infrastructure at primary, JSS and SSS levels	Intervention 1.6b: Ensure at least 15% of existing schools have ramps for students with disability
Primary to SSS	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
Primary to SSS	2.1 - Improvement in the performance and assessment of learners	Intervention 2.1b: Undertake curriculum revision/ updating and reform as necessary
Primary to SSS	2.2 - All schools approved and comply with the minimum quality standards	Intervention 2.2a: Taking of actions necessary 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
Primary to SSS	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
Primary to SSS	2.4 - Teachers are competent/ professionally qualified, equitably distributed, motivated and demonstrate high performance standards	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
Primary to SSS	3.3 - Service delivery rating of MEST increases by a minimum 10% by 2020	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
Primary to SSS	2.1 - Improvement in the performance and assessment of learners	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

Level	Strategic Outcome / Category	Intervention Name
<b>Primary + Higher Ed.</b>	2.4 - Teachers are competent/ professionally qualified, equitably distributed, motivated and demonstrate high performance standards	2.4c: Build strong foundation for early learning through training of early grade teachers in reading, writing and mathematics
<b>All levels</b>	2.3 -The education sector is safe and free of corruption	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
<b>All levels</b>	2.3 - The education sector is safe and free of corruption	Intervention 2.3b: Develop and implement a National Strategy and Action Plan on Examination Malpractices, Unethical and Corrupt Practices in Education
<b>All levels</b>	2.4 - Teachers are competent/ professionally qualified, equitably distributed, motivated and demonstrate high performance standards	Intervention: 2.4d: Establish and implement a system for strengthening the management of the teacher workforce (recruitment, deployment, promotion, etc.)
<b>All levels</b>	3.4 - Timely, Reliable and Accurate Data and Information on Education Readily Available, Accessible and in Use	Intervention 3.4b: Enable Paramount Chiefs to participate in the education monitoring / validation process and produce termly reports on education in their chiefdom
<b>All levels</b>	4.1 - An Emergency Preparedness and Response Plan, Handbook, and Phone Directory for all Educational Institutions	Intervention 4.1: Development, Printing and Distribution of an Emergency Preparedness and Response Plan, Handbook, and Phone Directory for all Educational Institutions
<b>All levels</b>	4.2 - Dissemination, awareness creation, trainings and drills to ensure readiness to act according to the Emergency Preparedness Plan	Intervention 4.2a: Provision of sensitisation and awareness raising on the Emergency Preparedness and Response Plan as well as necessary training
<b>All levels</b>	4.2 - Dissemination, awareness creation, trainings and drills to ensure readiness to act according to the Emergency Preparedness Plan	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
<b>All levels</b>	3.2 - Development and maintenance of a clean teacher payroll and records	Intervention 3.2: Develop and maintain clean teacher payroll and records
<b>All levels</b>	3.3 - Increasing the service delivery rating of MEST, based on its official service charter, by a minimum of 10% by 2020	Intervention 3.3d: Introduce Performance Based Financing (PBF) by the GoSL for the financing of schools, colleges, polytechnics and universities
<b>All levels</b>	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
<b>All levels</b>	3.4 - Timely, Reliable and Accurate Data and Information on Education Readily Available, Accessible and in Use	Intervention 3.4c: Strengthen EMIS to become a 'one-stop shop' for all MEST data on education
<b>All levels</b>	3.4 - Timely, Reliable and Accurate Data and Information on Education Readily Available, Accessible and in Use	Intervention 3.4.d: Strengthen and improve partner coordination

<b>Level</b>	<b>Strategic Outcome / Category</b>	<b>Intervention Name</b>
<b>Non-formal</b>	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
	1.9 - Improved literacy rate for youth and adults	Intervention 1.9b: Increase and regularise the funding for non-formal and adult education
<b>HR</b>	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
	3.1 - All key staff positions at MEST headquarters, district education offices (DEOs) and Teaching Service Commission (TSC) filled	Intervention 3.1b: Securing of support necessary for TSC to be able to fill key HQ positions and become fully functional
	3.3 - Increasing the service delivery rating of MEST, based on its official service charter, by a minimum of 10% by 2020	Intervention 3.3b: Provision of capacity development training based on a comprehensive MEST staff development programme
<b>MEST</b>	3.3 - Increasing the service delivery rating of MEST, based on its official service charter, by a minimum of 10% by 2020	Intervention 3.3a: Dissemination of the MEST Service Charter widely and conduct an annual education service delivery survey



**Government of Sierra Leone**