

National Policy on Radical
Inclusion in Schools

Implementation Plan 2021-2026

VALIDATED IN MARCH 2022

ANNEX

With support from



**Education
Partnerships
Group**

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ANNEX 1

IMPLEMENTATION PLAN DEVELOPMENT PROCESS

The implementation plan was developed under the leadership of the MBSSE through a five-step process:

1. Desk-based review
2. Survey and data analysis
3. Initial draft of implementation activities
4. Consultations with stakeholders
5. Validation and MBSSE sign-off

1. DESK-BASED REVIEW

A desk-based review of inclusive education implementation plans and policy guidelines from Ghana, Kenya and South Africa was conducted to draw on previous experience and lessons learned. In addition, implementation plans outside the context of inclusive education were also reviewed to analyze different plan structures and determine what would be the most practical and relevant for the Sierra Leone context.

2. SURVEY AND DATA ANALYSIS

The MBSSE worked with EPG to develop a survey intended to establish a baseline of existing activities relevant to the Radical Inclusion policy in order to avoid duplication of effort. The survey was sent to 22 implementing and development partners and received 11 responses. Data collected from the survey was analyzed against the policy statements to map existing coverage and identify gaps and scaling up opportunities, which subsequently informed the drafting of implementation activities.

3. DRAFT IMPLEMENTATION ACTIVITIES

Data from the surveys, the implementation framework in the Radical Inclusion policy, and follow-up with key stakeholders were used to develop a first draft of the multi-year workplans outlined in section 2 of this plan. The workplans detailing draft strategies, intervention strands, and implementation activities for each policy statement were the focus of a multi-day workshop in November 2021 intended to get feedback from responsible MDAs and partners to inform the finalization of the plan.

4. CONSULTATIONS WITH STAKEHOLDERS

The development of the implementation plan was participatory to build support for the proposed activities and sense check their suitability for the Sierra Leone context. A series of key discussions and data collection were conducted with MBSSE senior officials, relevant MDAs, and development and implementing partners.

- A multi-day workshop took place in November 2021, which was attended by a diverse set of 33 stakeholders, including MBSSE senior management, relevant MDAs, TSC, district-based staff, and implementing and development partners.
- A subsequent workshop was held in March 2022 with MDAs responsible for policy implementation. The March workshop was attended by the MBSSE's Director of Planning and Policy and Education Officer for Programs and Services. In addition, the following MDAs and groups attended the workshop and validated the contents: the Teaching Service Commission; Ministry of Local Government and Rural Development; Ministry of Finance; Ministry of Works, Ministry of Youth Affairs; Ministry of Gender and Children's Affairs; Ministry of Transport and Aviation; Ministry of Social Welfare; Ministry of Works and Public Assets. Other groups in attendance included the National Social Security and Insurance Trust (NASSIT); a representative of the Teacher Training Institutes (TTIs).
- Subsequent consultations occurred to capture the perspectives of those stakeholders, particularly these of the MDAs, as well as follow-up on key questions related to monitoring, evaluation and learning. During both workshops and consultations, government officials and partners provided valuable feedback and comments on the draft implementation plan workplans and confirmed that the initial draft workplans were appropriate and relevant.

5. VALIDATION AND MBSSE SIGN-OFF

Information collected at the November workshop was used to inform the development of the final workplans, which the MBSSE Chief Education Officer and Operations, Planning and Policy (OPP) Pillar subsequently reviewed and approved in January 2022. The implementation plan was then shared with Minister Sengeh and relevant MDAs for their final inputs in February 2022. Following the MBSSE's sign-off, the implementation plan was finalized and validated by all relevant stakeholders – government and non-government – on March 24th, 2022. Final edits informed by the validation process were validated by the MBSSE Chief Education Officer on April 6th, 2022. The plan was finalized and submitted to the MBSSE at the end of April 2022.

ANNEX 2

STAKEHOLDERS CONSULTED IN THE DEVELOPMENT OF THE RADICAL INCLUSION IMPLEMENTATION PLAN

MBSSE

- Chief Education Officer, Deputy Chief Education Officer/ Director of Quality Assurance, Director of Policy and Planning, Director of Programs and Services, Director of Non-formal Education, the National Program Coordinator for FQSE, the Assistant Director for Special Needs, Education Officer for Programs and Services, and two Deputy Directors working at the district level.
- Representatives from the Teaching Service Commission included the Commissioner with Responsibilities for Special Needs, the Director of Teacher Development & Performance, the Deputy Director of Teacher Development & Performance; the Assistant Deputy Director, and two deputy directors from the district level.

OTHER PARTICIPATING MDAS

- Ministry of Technical and Higher Education; Ministry of Gender and Children's Affairs; Ministry of Planning and Economic Development; Ministry of Local Government and Rural Development; Ministry of Finance; Ministry of Youth Affairs; Ministry of Transport and Aviation; Ministry of Social Welfare; Ministry of Works and Public Assets.
- Other participating bodies include: the National Social Security and Insurance Trust (NASSIT); a representative of the Teacher Training Institutes (TTIs).

DEVELOPMENT PARTNERS

- European Union
- Foreign Commonwealth and Development Office (FCDO)
- United Nations Population Fund (UNFPA)
- United Nations Children's Fund
- Irish Aid
- World Bank
- MBSSE's FREE Education Project, including the World Bank's gender specialist and inclusion specialist.

21 NATIONAL AND INTERNATIONAL IMPLEMENTING PARTNERS, INCLUDING ORGANIZATIONS OF PERSONS WITH DISABILITIES

- CGA Technologies; Concern Worldwide; Disability Rights Movement; Education Development Trust; EdTech Hub; EducAid; Education Workforce Initiative; Fab Inc.; Humanity & Inclusion; International Rescue Committee – EAGER; Leh Wi Lan; Mott MacDonald; One Family People; Purposeful; Save the Children; Sierra Leone Association of Little People; Sierra Leone Union on Disability Issues (SLUDI); SightSavers; Street Child Sierra Leone; World Hope International; Youth Partnerships for Peace and Development

ANNEX 3

GOVERNANCE AND COORDINATION STRUCTURES FOR RADICAL INCLUSION POLICY IMPLEMENTATION

#	GOVERNANCE AND COORDINATION STRUCTURES	Composition	Purpose/Objectives
1	RADICAL INCLUSION STEERING COMMITTEE	<ul style="list-style-type: none"> • Key ministry officials • Members of civil society • Development partners 	<ul style="list-style-type: none"> • Development of Implementation Plan including costed work plans • Well-defined roles and responsibilities for the implementation of the policy at the national, district and school levels. • Meetings will take place quarterly.
2	INCLUSIVE EDUCATION UNIT	<ul style="list-style-type: none"> • MBSSE 	<ul style="list-style-type: none"> • Strengthening the national capacity of MBSSE • Coordination of policy implementation • Monitoring/Review • Collect and utilize disaggregated data on vulnerable learners and disabilities at different levels in the education system
3	COALITION OF DEVELOPMENT PARTNERS	<ul style="list-style-type: none"> • Development partners 	<ul style="list-style-type: none"> • Partial financing • Technical input
4	DISTRICT EDUCATIONAL SUPPORT RESOURCE CENTERS* *Provisional/pending feasibility assessment in year 1	<ul style="list-style-type: none"> • Regional multi-professional teams, • District Inclusion Officers and School Support Officers. 	<ul style="list-style-type: none"> • Teachers, other professionals, and families can go for advice and access resources.

5	NATIONAL FORUM FOR INCLUSION	<ul style="list-style-type: none"> • Students with disabilities and their parents • Non-Governmental Organizations (NGOs) working with people with disabilities • Advocates for girls' education, and other marginalized groups • Representatives from every region, and the National Commission for Persons with Disability 	<ul style="list-style-type: none"> • Regular consultations with local community leaders, officials and politicians in order to influence policy, increase community awareness and engage in dialogue with individuals and groups at national, regional and district levels. • Disseminate information about available supports and good practices and promote awareness of radical inclusion in education. • Monitor and review how this policy is implemented, focusing specifically on available resources and financing for inclusion (<i>reassigned to governance bodies at the central and district levels</i>) • Report the outcome of this review and monitor procedure to appropriate ministries annually. This will contribute to the monitoring of the national inclusive education policy (<i>reassigned to governance bodies at the central and district levels</i>).
6	MULTI-DISCIPLINARY WORKING GROUP	<ul style="list-style-type: none"> • Representation from persons with disabilities • Advocates for the education of girls • Advocates for children living in poverty, and other marginalized children 	<ul style="list-style-type: none"> • Develop the status review on equal opportunities in education (reassigned to governance bodies at the central and district levels) • Report to appropriate government departments within a clearly defined timetable, recommending priority actions at the national, regional and district levels (<i>reassigned to governance bodies at the central and district levels</i>). • Provide an implementation plan to support the enactment of its recommendations (<i>reassigned to governance bodies at the central and district levels</i>).
7	REVIEW BODY	<p>Representation from:</p> <ul style="list-style-type: none"> • girls • pregnant and parent learners • students with disabilities • parents of children with disabilities • children and parents from low-income backgrounds • those living in rural remote areas • local community representatives; district or local council representatives' education officials • Members of the therapeutic professions. 	<ul style="list-style-type: none"> • Report annually to the MBSSE on progress towards implementing the policy and will establish priority regional and district targets for the following year, identifying responsibilities and resources required.

ANNEX 4

AMENDMENTS TO COMPOSITION OF ACTORS FOR EACH GOVERNANCE STRUCTURE

- ◆ Outlined in the policy
- ◆ Outlined in the policy but suggested to remove from structure
- ◆ Not outlined in the policy but suggested to be included in structure

	Central			District/regional					Partners		Local actors				
	MBSSE	Relevant MDAs	National Commission for Persons with Disabilities	Regional multi-professional teams	Deputy Directors	District Education Office Staff	District inclusion officers (new role)	Local Council Representatives	Development partners	Implementing partners	Members of civil society / NGOs	Students / representatives of policy targets	Parents	Local Community representatives	Advocates for policy target groups
1. Radical Inclusion Steering Committee	◆	◆							◆						
2. Inclusive Education Unit (central and district teams)	◆				◆	◆		◆							
3. Coalition of development partners	◆								◆						
4. District Educational Support Resource Centers* <i>*Provisional/pending feasibility assessment in year 1</i>				◆	◆	◆	◆	◆							◆
5. National Forum for Inclusion			◆							◆	◆	◆	◆		◆
6. Multi-disciplinary working group										◆		◆			◆
7. Review Bodies (1 per region)						◆	◆	◆				◆	◆	◆	

ANNEX 5

GOVERNANCE STRUCTURE WORKPLANS

Governance Structure	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
CENTRAL LEVEL COORDINATION								
RADICAL INCLUSION STEERING COMMITTEE	1.1 MDAs outlined in the policy and implementation plan develop Terms of Reference (ToRs) for the Steering Committee (SC) that formalize the composition, roles and responsibilities, reporting lines across MDAs and ways of working of the SC.						Lead: MBSSE Collaborators: Teaching Service Commission; Ministry of Local Government and Rural Development; Ministry of Social Welfare, Gender and Children’s Affairs; Ministry of Health and Sanitation; Ministry of Youth; Ministry of Technical and Higher Education; Ministry of Planning and Economic Development; Ministry of Finance	N/A
	1.2 The SC holds regular meetings to align implementation priorities for year 1 and discuss progress.							
INCLUSIVE EDUCATION UNIT	2.1 Develop Terms of Reference (ToRs) for the inclusive education unit, which formalize the composition, necessary resources, roles and responsibilities and reporting lines between the central and district levels and other MDAs through consultation with relevant stakeholders.						MBSSE, Directorate of Programmes and Services, Directorate of Quality Assurance, Gender Unit, Special Education Unit	N/A
	2.2 Assess gaps in current resourcing for the MBSSE’s gender and special education units and determine resourcing needs for new Inclusive Education Unit.							

Governance Structure	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<p>2.3 Determine the monitoring and evaluation functions required to support the work of the inclusive education unit in consultation with the Directorate of Quality Assurance to avoid duplication with the M&E work currently being undertaken by Inspectors.</p>							
	<p>2.4 Harmonize the newly established Inclusive Education Unit with the Disability Act, which is currently being reviewed by the Ministry of Social Welfare, Gender and Children’s Affairs to ensure consistency between law, policy, and practice.</p>							
<p>COALITION OF DEVELOPMENT PARTNERS</p>	<p>3.1 Develop Terms of Reference (ToRs) that formalize the composition, necessary resources, roles and responsibilities, and communication/ reporting lines with the MBSSE.</p>					<p>MBSSE</p>	<p>FCDO, UNFPA, Irish Aid, World Bank, European Union</p>	
	<p>3.2 Identify an MBSSE representative who will co-chair the coalition of development partners.</p>							
	<p>3.3 Attend regular meetings with the Radical inclusion Steering Committee to agree on implementation priorities and support required</p>							
<p>TECHNICAL WORKING GROUP</p>	<p>4.1 Develop Terms of Reference (ToRs) that formalize the composition, necessary resources, roles and responsibilities, and communication/ reporting lines with the MBSSE.</p>					<p>MBSSE</p>	<p>Civil Society Organizations, Organizations of Person’s with Disabilities</p>	

Governance Structure	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
DISTRICT LEVEL COORDINATION								
DEPUTY DIRECTORS, DISTRICT EDUCATION OFFICES (MBSSE) AND LOCAL COUNCILS (MLGRD)	1.1 Analyze existing district structure and identify what works and amend proposed short-term district level coordination mechanism						MBSSE Directorate of Quality Assurance, Inclusive Education Unit –District Coordination, DEO staff, Deputy Directors, Local Council staff	N/A
	1.2 Provide clear guidance on which district staff need to play what role in policy implementation and who gets designated to do what (e.g., FQSE officers and TSC Deputy Directors).							
	1.3 Identify and progressively build towards a long-term district level coordination mechanism.							
LOCAL LEVEL COORDINATION								
NATIONAL FORUM FOR INCLUSION	1.1 Develop Terms of Reference (ToRs) that formalize the composition, necessary resources, roles and responsibilities, and communication/ reporting lines with the MBSSE via the district level structures.						N/A	Students with disabilities and their parents; NGOs working with people with disabilities; Advocates for girls’ education, and other marginalized groups; Representatives from every region, and the National Commission for Persons with Disability
	1.2 Local level entities meet regularly to coordinate implementation support and inform further interventions							

Governance Structure	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
MULTI-DISCIPLINARY WORKING GROUP	2.1 Develop Terms of Reference (ToRs) that formalize the composition, necessary resources, roles and responsibilities, and communication/ reporting lines with the MBSSE via the district level structures.							Representation from persons with disabilities; Advocates for the education of girls; Advocates for children living in poverty, and other marginalized children
	2.2 Local level entities meet regularly to coordinate implementation support and inform further interventions							
REVIEW BODIES	3.1 Develop Terms of Reference (ToRs) that formalize the composition, necessary resources, roles and responsibilities, and communication/ reporting lines with the MBSSE via the district level structures.						N/A	
	3.2 Local level entities meet regularly to coordinate implementation support and inform further interventions						N/A	Girls; pregnant and parent learners; students with disabilities; parents of children with disabilities; children and parents from low-income backgrounds; those living in rural remote areas; local community representatives; district or local council representatives' education officials; Members of the therapeutic professions.

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