

# National Policy on Radical Inclusion in Schools

## Implementation Plan 2021-2026

VALIDATED IN MARCH 2022



With support from



With funding from



Image by George Yakawa

# TABLE OF CONTENTS

<b>4</b>	<b>FOREWORD</b>
<b>6</b>	<b>ACKNOWLEDGEMENTS</b>
<b>8</b>	<b>ACRONYMS AND ABBREVIATIONS</b>
<b>10</b>	<b>1. BACKGROUND</b>
<b>10</b>	1.1 Introduction
<b>12</b>	1.2 Purpose, audience and development process
<b>13</b>	1.3 Policy Implementation Schedule
<b>14</b>	<b>2. IMPLEMENTATION WORKPLANS</b>
<b>16</b>	2.1 Policy Statement 1: Create Inclusive Learning Environments
<b>40</b>	2.2 Policy Statement 2: Target Support for Vulnerable Learners
<b>53</b>	2.3 Policy Statement 3: Engage Families and Communities
<b>60</b>	2.4 Policy Statement 4: An Enabling Environment
<b>66</b>	<b>3. GOVERNANCE AND COORDINATION ARRANGEMENTS</b>
<b>66</b>	3.1 Governance and Coordination Structures
<b>68</b>	3.2 Central Level Governance Structures
<b>70</b>	3.3 District Level Governance Structures
<b>72</b>	3.4 Local Actors
<b>73</b>	3.5 Governance Structure Workplans
<b>74</b>	<b>4. MONITORING, EVALUATION, AND LEARNING</b>
<b>75</b>	4.1. MEL Approach
<b>77</b>	4.2. MEL of the fidelity of implementation
<b>79</b>	4.3. MEL of impact
<b>88</b>	4.4 MEL workplans

## LIST OF TABLES

<b>11</b>	<b>TABLE 1</b> Overview of Radical Inclusion Policy Statements
<b>13</b>	<b>TABLE 2</b> Policy Implementation Timelines (Years 1-5)
<b>68</b>	<b>TABLE 3</b> Central Level Governance Structures
<b>71</b>	<b>TABLE 4</b> District Level Governance Structure
<b>73</b>	<b>TABLE 5</b> Local Level Governance Structures
<b>76</b>	<b>TABLE 6</b> Key questions to guide MEL fidelity of implementation and impact
<b>78</b>	<b>TABLE 7</b> Categories of questions for MEL
<b>82</b>	<b>TABLE 8</b> Example indicators to assess progress towards the overall policy goals
<b>86</b>	<b>TABLE 9</b> Example template to develop the set of indicators for each policy statement/ strategy
<b>89</b>	<b>TABLE 10</b> Year 1 MEL workplan
<b>90</b>	<b>TABLE 11</b> Years 2-5 MEL workplan

## LIST OF FIGURES

<b>15</b>	<b>FIGURE 1</b> Components of the policy and policy implementation
<b>15</b>	<b>FIGURE 2</b> Workplan key
<b>67</b>	<b>FIGURE 3</b> Organogram of implementation governance arrangements
<b>80</b>	<b>FIGURE 4</b> Pyramid of policy implementation

# FOREWORD



**David Moinina Sengeh**

**Minister of Basic and Senior  
Secondary Education**

## **The Government of Sierra Leone recognizes the importance of creating an enabling environment for the promotion and realization of inclusion in society.**

This vision will be achieved through investments in education such as the Government’s flagship Free Quality School Education (FQSE) Programme, which is a crucial subsector of the Government’s Medium-Term National Development Plan 2019-2023, entitled “Education for Development – A New Direction for Improving People’s Lives through Education, Inclusive Growth, and Building a Resilient Economy.”

The primary goal of the FQSE program is to achieve greater access, quality, and equity in education for over 1.5 million children by removing financial barriers to school enrolment and improving teaching and learning outcomes for all. In the long-term, the program aims to generate a critical mass of highly educated, trained, and skilled Sierra Leoneans with the capacity to fulfil their potential, contribute to the national and global economy, and deliver better leadership and services in the public sector.

*“Radical inclusion is a process and means of increasing justice and equity in the lives of people by creating an enabling and inclusive environment that removes barriers, stigma, harassment, intolerance, and exclusion of any kind”*

The National Policy on Radical Inclusion in Schools is key to fulfilling the Government’s commitment to accessible and quality education. Radical inclusion is a process and means of increasing justice and equity in the lives of people by creating an enabling and inclusive environment that removes barriers, stigma, harassment, intolerance, and exclusion of any kind. First of its kind in Sierra Leone, the Ministry of Basic and Senior Secondary Education (MBSSE) led the development of the policy with the intention of removing the infrastructural and systemic practices that limit the learning of children in Sierra Leone, particularly those who have been historically marginalized or excluded: girls, especially girls who are pregnant or have been pregnant and are parent learners; children with disabilities; children in rural and underserved areas; and children from low-income families.

The MBSSE developed this implementation plan to guide the realization of the objectives of the Radical Inclusion Policy and thus contribute to the Government’s overall FQSE and education reform agenda. It is intended to provide a framework to all actors involved in the implementation of the policy to ensure a coordinated approach to delivering inclusive education for all children in Sierra Leone.

The MBSSE is grateful for the opportunity to lead the implementation of the first-ever policy on radical inclusion in schools in Sierra Leone. We wish to thank all those who have supported us in the journey so far.

# ACKNOWLEDGEMENTS

This implementation plan was drafted under the leadership of the MBSSE and is a true product of partnership and collaboration across government, civil society, non-governmental organizations, and development partners working in Sierra Leone.

The MBSSE wishes to express its thanks to the members of the Operations, Planning and Policy (OPP) pillar, for providing extensive oversight during the policy development processes within the MBSSE. In particular, the Chief Education Officer (CEO), Dr Kanu, provided leadership and extensive technical inputs into the development of the implementation plan.

Thank you also to all the MBSSE Directors who participated in the implementation plan development process for sharing your expertise, and to the MBSSE's Delivery Team for providing coordination support.

At the district level, the MBSSE thanks its dedicated teams who are working to ensure that inclusive education is a reality. We are grateful to all the Deputy Directors who offered invaluable insights into the implementation approach and development of the plan.

We are deeply appreciative of the Teaching Service Commission (TSC) and all relevant Ministries, Departments and Agencies for their ongoing work to support and roll out the policy and for their contribution to the implementation planning process.

The MBSSE wishes to acknowledge and thank all development and implementing partners involved in the development of the National Policy on Radical Inclusion in Schools and the development of this implementation plan. We thank all partners who contributed their time to the data collection and workshops run as part of the creation of this plan.

Our profound gratitude goes to the Foreign Commonwealth and Development Office (FCDO) for its financial support, which has enabled the Education Partnerships Group (EPG) to work alongside the MBSSE to develop this implementation plan.

Finally, we would like to extend our deepest appreciation to the World Bank, European Union, Irish Aid, FCDO-assisted Free Education (FREE) Project and the United Nations Population Fund (UNFPA) for providing technical and financial support for the development and implementation of the policy.

# ACRONYMS AND ABBREVIATIONS

<b>BECE</b>	Basic Education Certificate Examination	<b>MoTA</b>	Ministry of Transport and Aviation
<b>BoGs</b>	Board of Governors	<b>MoW</b>	Ministry of Works
<b>CEO</b>	Chief Education Officer	<b>MoWR</b>	Ministry of Water Resources
<b>CRA</b>	Child Right Act, 2007	<b>MoYA</b>	Ministry of Youth Affairs
<b>CRS</b>	Catholic Relief Services	<b>MTHE</b>	Ministry of Technical and Higher Education
<b>CSOs</b>	Civil Society Organizations	<b>MTNDP</b>	Sierra Leone's Medium-Term National Development Plan 2019-2023
<b>CTA</b>	Community Teacher's Association	<b>NaCCED</b>	National Commission for Civic Education
<b>DDs</b>	Deputy Directors	<b>NASSIT</b>	National Social Security and Insurance Trust
<b>DEO</b>	District Education Office	<b>NCRA</b>	National Civil Registration Authority
<b>DoPP</b>	Director of Planning and Policy, MBSSE	<b>NCPD</b>	National Commission for Persons with Disability
<b>EPG</b>	Education Partnership Group	<b>NFE</b>	Non-formal Education
<b>ESP</b>	Education Sector Plan	<b>NGOs</b>	Non-governmental Organizations
<b>EWI</b>	Education Workforce Initiative	<b>NPSE</b>	National Primary School Examination
<b>FCDO</b>	Foreign Commonwealth and Development Office	<b>NSRTP</b>	National Secretariat for Reducing Teenage Pregnancy
<b>FQSE</b>	Free Quality School Education	<b>OOSC</b>	Out-of-School Children
<b>GIS</b>	Geographic Information System	<b>OPP</b>	Operations, Planning and Policy
<b>GoSL</b>	Government of Sierra Leone	<b>OPD</b>	Organizations of Persons with Disabilities
<b>IDA</b>	International Development Association	<b>PTA</b>	Parents Teachers Association
<b>IEU</b>	Inclusive Education Unit	<b>SALWACO</b>	Sierra Leone Water Company
<b>IRC</b>	Internal Rescue Committee	<b>SICAP</b>	School Infrastructure and Catchment Area Planning
<b>JSS</b>	Junior Secondary School	<b>SLANGO</b>	Sierra Leone Association of NGOs
<b>M&amp;E</b>	Monitoring & Evaluation	<b>SLTU</b>	Sierra Leone Teachers Union
<b>MBSSE</b>	Ministry of Basic and Senior Secondary Education	<b>SLUDIS</b>	Sierra Leone Union for Disabilities
<b>MDAs</b>	Ministries, Departments and Agencies	<b>SMCs</b>	School Management Committees
<b>MEL</b>	Monitoring, Evaluation, and Learning	<b>SQAO</b>	School Quality Assurance Officer
<b>MIC</b>	Ministry of Information and Communication	<b>SQARM</b>	Directorate of School Quality Assurance and Resource Management
<b>MLGRD</b>	Ministry of Local Government and Rural Development	<b>SRGBV</b>	School-related gender-based violence
<b>MoF</b>	Ministry of Finance	<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>MoGCA</b>	Ministry of Gender and Children's Affairs	<b>SOP</b>	Standards of Operations
<b>MoHS</b>	Ministry of Health and Sanitation	<b>SSS</b>	Senior Secondary School
<b>MoPED</b>	Ministry of Planning and Economic Development	<b>TEIL</b>	Toolkit for Enabling Inclusive Learning
<b>MoSW</b>	Ministry of Social Welfare	<b>ToRs</b>	Terms of Reference
		<b>TSC</b>	Teaching Service Commission
		<b>TTIs</b>	Teacher Training Institutes
		<b>UNFPA</b>	United Nations Population Fund
		<b>UNICEF</b>	United Nations Children's Fund
		<b>WASH</b>	Water Sanitation and Hygiene
		<b>WASSCE</b>	West African Senior School Certificate Examination

# 01

## BACKGROUND

### 1.1 INTRODUCTION

On April 8<sup>th</sup>, 2021, Cabinet approved the National Policy on Radical Inclusion in Schools. Developed under the leadership of the MBSSE, the policy aims to create an inclusive education system that allows all children in Sierra Leone to thrive. The policy facilitates compliance with existing laws and regulations surrounding inclusion. It provides guidelines for decision-making and streamlining internal processes to ensure that schools throughout Sierra Leone are accessible to, and inclusive of, all children without stigma, harassment, intolerance, and exclusion of any kind.

The policy emphasizes the inclusion of four groups who have been historically marginalized in Sierra Leone's education system, with recognition that membership of these groups can intersect and compound the disadvantage of those children.

1. Girls – especially pregnant girls, girls who have been pregnant, and adolescent parent learners;
2. Children with disabilities;
3. Children from rural and underserved areas; and
4. Children from low-income families.

These target groups were identified through several processes: the assessment of evidence gathered during a situational analysis noting the current state of educational marginalization of certain groups in Sierra Leone; extensive and inclusive country-wide consultations with diverse key stakeholders<sup>1</sup>; Sierra Leone's national, international, regional, and sub-regional legal obligations; and best practices in inclusive education policy.

1. Stakeholders included: disability groups, children with disabilities, adolescent girls affected by the ban on pregnant girls attending school and taking public exams, children from low-income backgrounds children living in rural remote areas, parents/guardians, local council members, local chiefs, and Sierra Leone's education sector development partners.

Whilst the policy prioritizes these four groups, the MBSSE recognizes that it is not an extensive representation of all marginalized learners in Sierra Leone. Monitoring and data collection throughout implementation will support the MBSSE to acquire more information on other groups that face barriers to accessing quality education in Sierra Leone in order to adapt the implementation approach.

Following the approval of the policy, the next step is policy implementation, which aims to translate the goals and objectives of the policy into action, informed by its four overarching policy statements as summarized in Table 1 below.

**TABLE 1:** Overview of Radical Inclusion Policy Statements

POLICY STATEMENT	DESCRIPTION
1. Creating Inclusive Learning Environments	The creation of an overall system of support for the implementation of Radical Inclusion in schools.
2. Target Support for Vulnerable Learners	The practical interventions needed to support individual learners.
3. Engage Families and Communities	The framing of Radical Inclusion as a shared responsibility between Government and society, including steps to build a support base for the policy in local communities.
4. Enabling Policy Environment and Effective Implementation	Ensuring the necessary legal and regulatory measures are in place to support policy adoption in civil society.

## 1.2 PURPOSE, AUDIENCE, AND DEVELOPMENT PROCESS

The implementation of the Radical Inclusion Policy involves a range of stakeholders, including Ministries, Departments, and Agencies (MDAs) at the central and district levels, local actors, agencies, implementing and development partners. Implementation of the policy is complex due to the number of stakeholders involved at different levels of the education system, which is decentralized.

The purpose of this implementation plan is to provide a roadmap for stakeholders on the sequence of activities needed to fulfil the policy statements and equip them with the knowledge and resources necessary to implement the policy. The plan provides an overview of the guiding principles for implementation and will need to be supported, where appropriate, by accompanying policy guidelines, standard operating procedures, and targeted annual workplans that unpack the interventions outlined in the plan.

The contents of the plan reflect the information that was available at the time of drafting. It may not be comprehensive of all initiatives and stakeholders involved in policy implementation due to challenges in mapping the inclusion landscape in Sierra Leone and the absence of a central repository of information. Once implementation begins, the plan will require ongoing refinement.

The primary audience for the implementation plan is the MBSSE, who are ultimately accountable for policy implementation and will ensure leadership and oversight of the implementation process. The plan is also intended for stakeholders throughout the education system, as well as health and child protection systems that support children to join and stay in school including other relevant MDAs, education, sexual reproductive health and child protection professionals, development and implementing partners, and civil society organizations. In this plan, these stakeholders will find guidance on their involvement in policy implementation and ways of working with the MBSSE to ensure effective collaboration.

The MBSSE developed this implementation plan and facilitated extensive consultations with other MDAs and key stakeholders in the sector. The plan is accompanied by an Annex document that is referenced throughout the plan. Annex 1 details the development process for the implementation plan, including the consultation approach. Annex 2 details the list of stakeholders consulted in the process.

This implementation plan connects to and references several existing policies, guidelines, and strategies, including the Out-of-School Children Strategy. The MBSSE also ensured alignment between this plan and its new Education Sector Plan: Learning for All 2022-2027 by aligning the activities and policy objectives/targets in both documents to its vision of radical inclusion in schools within the next five years.

## 1.3 POLICY IMPLEMENTATION SCHEDULE

The Radical Inclusion Policy stipulates a 5-year implementation schedule (Table 2), with Year 1 commencing in September 2021. The implementation plan follows this timeline and will need to be reviewed every year to assess progress, re-evaluate contextual needs, and iterate implementation approaches. The first year of the plan provides the most detail with the expectation that Years 2-5 will be updated based on progress made by the end of each year.

**TABLE 2:** Policy Implementation Timelines (Years 1-5)

YEAR	EXPECTED TIMELINE	ACTIVITY
1	September 2021 – August 2022	<ul style="list-style-type: none"> <li>• Develop the implementation plan</li> <li>• Lay the foundation for policy rollout, including governance and coordination structures</li> <li>• Policy dissemination and sensitization in schools and communities</li> <li>• Training staff, support staff, volunteers, and children in schools</li> <li>• Undertake baseline study</li> </ul>
2-4	September 2022- August 2025	<ul style="list-style-type: none"> <li>• Implementation of agreed activities</li> <li>• Continued data collection, especially of targeted groups</li> <li>• Monitoring, tracking and record-keeping</li> <li>• Policy review</li> <li>• Development of activity workplans for years 3-5 respectively</li> </ul>
5	September 2025 – August 2026	<ul style="list-style-type: none"> <li>• Review of Radical Inclusion implementation, including the commissioning of an independent impact evaluation</li> </ul>

# 02 IMPLEMENTATION WORKPLANS

The implementation workplans outline the steps to achieve the policy statement goals. The workplans are broken down into several **strategies**, which are intended to drive the achievement of the long-term policy goals. Within each strategy, specific **intervention strands**, and accompanying **activities** have been detailed to provide a framework of support and tangible next steps.

Figure 1 opposite illustrates the different components of the policy and the implementation plan and how they fit together. Components grouped in green are outlined in the policy, while those in yellow are outlined in this implementation plan.

In the workplans, a suggested timeline and details of the relevant actors to lead and support implementation accompanies each of the intervention strands. Each activity is accompanied by a proposed timeline in the next five years, marked in orange. Activities marked in green are already underway.

The ‘MDAs Responsible’ column highlights the government entity responsible for leading a set of activities, in coordination with other relevant agencies. The ‘Partners’ column includes an initial list of implementing, development and local actors undertaking relevant work, who the MDAs can enlist to support the implementation of activities. The workplans will be costed separately following the validation of the implementation plan.

FIGURE 1: Components of the policy and policy implementation

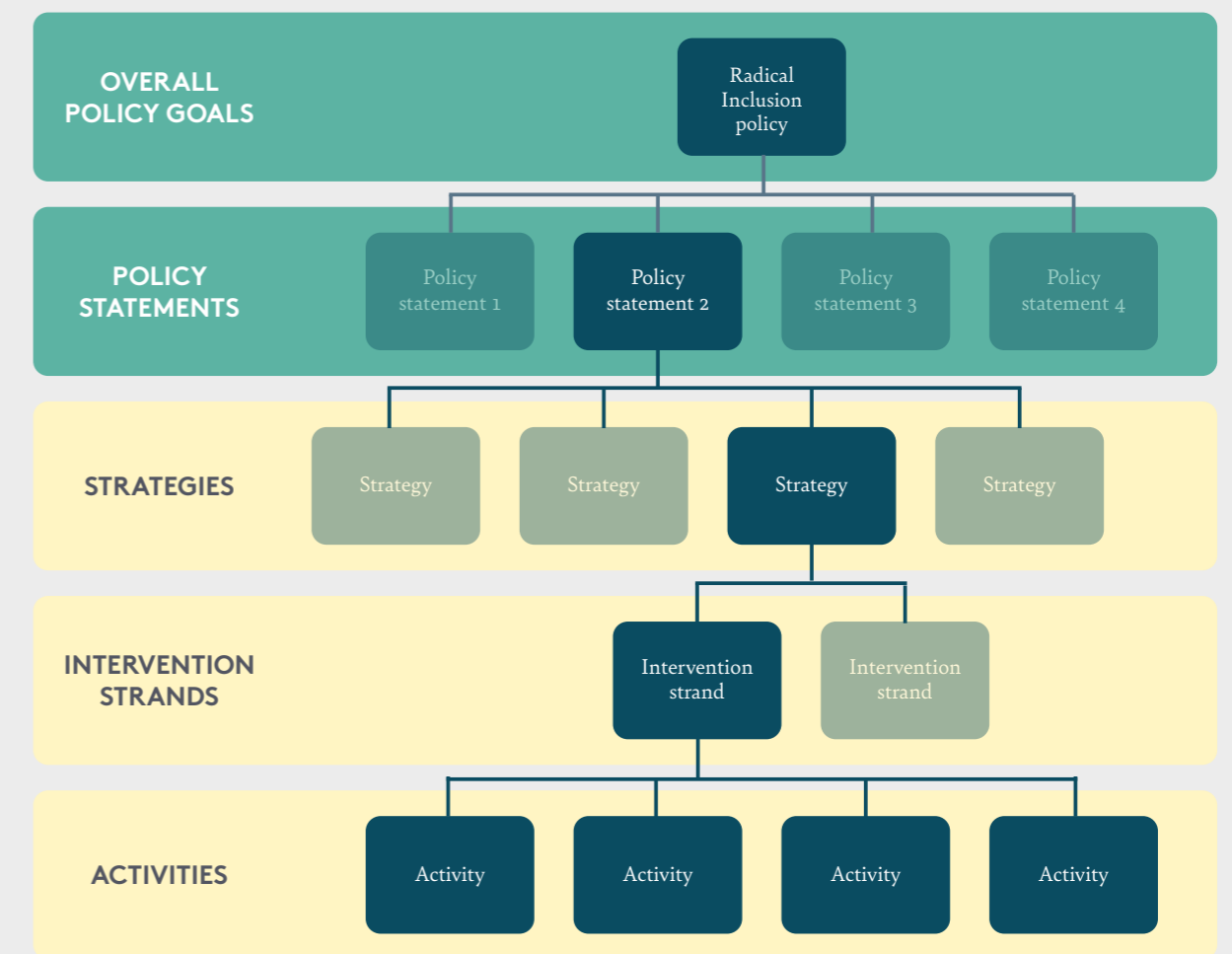
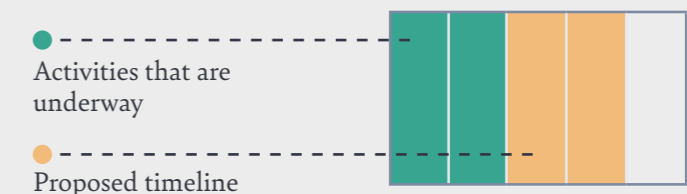


FIGURE 2: Workplan key





## 2.1 POLICY STATEMENT 1: CREATE INCLUSIVE LEARNING ENVIRONMENTS

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<b>STRATEGY 1: INCREASE ACCESS TO QUALITY LEARNING FOR LEARNERS IN THE FOUR MARGINALIZED GROUPS TARGETED IN THE RADICAL INCLUSION POLICY</b>								
<b>1.1</b> Increase access through the construction/ expansion/ adaptation/ rehabilitation of school buildings/ toilets/ classrooms guided by the School Infrastructure and Catchment Area Planning (SICAP) policy and accessible and safe construction guidelines	<b>1.1.1</b> Finalize and disseminate the School Infrastructure and Catchment Area Planning (SICAP) guidelines and school approval guidelines and accompanying tools, which guide the prioritization of the construction, expansion, adaptation, and rehabilitation of school buildings including toilets and classrooms						<b>Lead:</b> MBSSE  <b>Support:</b> DoPP, MoF, MoGCA, MoSW, MWR, SQARM Directorate	<b>Implementing partners:</b> EWI/Fab Inc, FREE Project partners  <b>Development partners:</b> European Union, Irish Aid, FCDO, UNICEF, World Bank  <b>Local actors:</b>  <b>Other actors:</b> Organizations of Persons with Disabilities, private construction firms, SALWACO,
	<b>1.1.2</b> Define the desired school catchment areas using guidance provided in the SICAP policy to inform the construction, expansion, adaptation and rehabilitation of school buildings and classrooms							
	<b>1.1.3</b> Build, expand, adapt and/or rehabilitate classrooms in line with the guidelines defined by the school catchment areas and the Manual and Construction guidelines which set up the standards to be abided by all							
	<b>1.1.4</b> In cases where mainstream schools cannot provide appropriate targeted support for special needs learners, support efforts to increase the provision of special needs schools							
	<b>1.1.5</b> Support efforts to increase the provision of examination centers to cope with the surge in enrolment							

**POLICY STATEMENT 1 - Strategy 1: Increase Access to Quality Learning for All Learners in the Four Marginalized Group Targeted in the Radical Inclusion Policy**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<p><b>1.2</b> Facilitate the effective deployment of trained and qualified male and female teachers, including those with disabilities, particularly in remote and underserved areas</p>	<p><b>1.2.1</b> Develop and disseminate policies/guidelines that establish standards for teacher: pupil ratios and inform teacher deployment with a focus on addressing needs in rural and underserved areas and increasing the number of female teachers and teachers with disabilities</p>						<p><b>Lead:</b> TSC</p> <p><b>Support:</b> MBSSE, MoF, TTIs</p>	<p><b>Implementing partners:</b> CGA Technologies, Concern Worldwide, EdTech Hub, EWI/ Fab Inc, FREE Project partners, Leh Wi Lan, Plan International, Save the Children, Teach for Sierra Leone</p> <p><b>Development partners:</b> European Union, Irish Aid, FCDO, World Bank</p>
	<p><b>1.2.2</b> Use findings from the ongoing mapping of existing initiatives that promote effective teachers' deployment to identify interventions worth scaling up to further enhance the effective deployment of trained and qualified teachers</p>							
	<p><b>1.2.3</b> Roll out GIS pilot that aims to improve teacher deployment equity</p>							
	<p><b>1.2.4</b> Evaluate the impact of the GIS pilot on teacher deployment and draw evidence to inform the development of a comprehensive and sustainable strategy for teachers' deployment</p>							
	<p><b>1.2.5</b> Develop an incentivization scheme that includes financial and non-financial incentives (such as adding teachers on payroll) to sustainably enhance the deployment and retention of trained and qualified teachers, particularly in rural and underserved areas</p>							
	<p><b>1.2.6</b> Pilot the incentivization scheme that will enhance the deployment and retention of trained and qualified teachers, particularly in rural and underserved areas</p>							

**POLICY STATEMENT 1 - Strategy 1: Increase Access to Quality Learning for All Learners in the Four Marginalized Group Targeted in the Radical Inclusion Policy**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>1.2.7</b> Evaluate the pilot of the incentivization scheme to enhance the deployment and retention of trained and qualified teachers, particularly in rural and underserved areas, and agree on the next steps							
	<b>1.2.8</b> Following pilot evaluation, implement a teachers' incentivization scheme, which will include specific provisions to increase the number and retention of female teachers, teachers with disabilities, teachers from other marginalized groups, teachers teaching STEM subjects. The incentivization scheme will aim to tackle barriers to deployment and retention such as language barriers							
	<b>1.2.9</b> Support the ongoing roll out of the Integrated Financial Management Information System (IFMIS), which is a comprehensive payroll management system							
	<b>1.2.10</b> Ensure the systematic pre-service training of teachers, including special needs teachers, in line with teacher training curriculum to ensure their qualification							
	<b>1.2.11</b> Ensure the systematic in-service training of teachers, including special needs teachers, in line with teacher training curriculum							

**POLICY STATEMENT 1 - Strategy 1: Increase Access to Quality Learning for All Learners in the Four Marginalized Group Targeted in the Radical Inclusion Policy**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
1.3 Support community volunteers to be trained as qualified teachers	1.3.1 Develop a strategy that will outline how to sustainably support existing community volunteers to be trained as qualified teachers. The strategy will aim to provide a clear career progression path to community volunteers as an incentivization scheme, financial and non-financial, to increase the number of qualified teachers, especially female teachers and teachers, teachers with disabilities, and in remote and underserved areas						<b>Lead:</b> TSC  <b>Support:</b> MBSSE, MoF, TTIs	<b>Implementing partners:</b> Catholic Relief Services, Concern Worldwide, Humanity & Inclusion, International Rescue Committee, Save the Children, SightSavers  <b>Development partners:</b> European Union, Irish Aid, FCDO, World Bank  <b>Local actors:</b> Community Leaders
	1.3.2 Develop selection criteria for community volunteers to ensure their suitability and promote inclusive representation							
	1.3.3 Community volunteers are supported to pursue teacher qualifications and certifications (in person or through distance learning program), ensuring that training methodology is inclusive							
	1.3.4 Qualified and certified community volunteers are provided with in-service training and continuous professional development, in line with the National Teacher Training curriculum							
	1.3.5 Evaluate the impact of training community volunteers as qualified teachers to increase access for marginalized learners to quality learning in remote and underserved areas, to determine the scale-up of this scheme							

**POLICY STATEMENT 1 - Strategy 1: Increase Access to Quality Learning for All Learners in the Four Marginalized Group Targeted in the Radical Inclusion Policy**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<p><b>1.4</b> Provide accessible transportation to marginalized learners in remote and underserved areas to access schools</p>	<p><b>1.4.1</b> Undertake a feasibility study to assess the suitability and sustainability of providing accessible transportation to pupils in remote areas to access schools; as well as explore alternative options to increase marginalized learners’ access to schools such as providing bicycles, enlisting school or community members to organize ‘walking buses’ where adults and children walk in a group to and from school; or organizing smaller groups of children to walk to and from school together</p>						<p><b>Lead:</b> MLGRD</p> <p><b>Support:</b> MBSSE, MoF, MoTA, Sierra Leone Road Safety Authorities</p>	<p><b>Other actors:</b> Sierra Leone Road and Transport Cooperation</p>
	<p><b>1.4.2</b> Draw on the findings from the feasibility study to identify a sustainable approach to improve marginalized learners’ access to schools, particularly in remote and underserved areas</p>							
<p><b>1.5</b> Strengthen and expand the provision of non-formal schemes to increase the re-enrolment, retention, and completion rates of out of school children (OOSC) including children with disabilities and support learners who are unable to return to formal education</p>	<p><b>1.5.1</b> Develop, disseminate, and implement the Non-Formal Education (NFE) policy, which will outline how to support out of school children who aim to re-integrate formal education as well as those who are unable to return to formal education</p>					<p><b>Lead:</b> MBSSE</p> <p><b>Support:</b> MLGRD, MoF, MoYA, NASSIT</p>	<p><b>Implementing partners:</b> CGA Technologies, Concern Worldwide, EducAid, Humanity &amp; Inclusion, IRC, Plan International, Purposeful, Save the Children, TARL, World Hope International</p> <p><b>Development partners:</b> UNFPA, UNICEF</p> <p><b>Local actors:</b></p>	
	<p><b>1.5.2</b> Develop, disseminate, and implement the Out of School Children (OOSC) Strategy, which will outline targeted multi-sectoral support for out of school learners in line with the NFE policy</p>							
	<p><b>1.5.3</b> As part of the implementation of the NFE policy and OOSC strategy, map, evaluate and draw learnings/ recommendations from existing initiatives to support the return to formal education or building of skillsets, in order to inform their scale up or development of new non-formal schemes</p>							

**POLICY STATEMENT 1 - Strategy 1: Increase Access to Quality Learning for All Learners in the Four Marginalized Group Targeted in the Radical Inclusion Policy**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>1.5.4</b> As part of the implementation of the NFE policy and OOSC strategy, agree on priority skills needed (e.g., literacy, numeracy, life skills, etc.) in non-formal schemes and tailor their scale-up/roll out to meet out of school learners' needs							
	<b>1.5.5</b> Develop and launch back to school campaigns targeting parents and caregivers of marginalized learners within communities to encourage enrolment, particularly of OOS learners, in line with the OOS strategy							
	<b>1.5.6</b> Support the return of out of school students to formal education through the provision of inclusive accelerated/ "catch up" programs in environments that are conducive to learning (e.g., classes for girls/pregnant girls/parent learners/lactating adolescent mothers will be delivered in an environment suited for their needs and that is conducive to learning)							
	<b>1.5.7</b> Work alongside parents/caregivers/communities to identify and address financial and non-financial barriers to marginalized learners' enrolment, retention, and completion of school							
	<b>1.5.8</b> Identify community mobilizers, volunteer mentors and facilitators who can support initiatives aimed at enhancing the enrolment, retention, and completion rates of OOS learners, coordinating with other community actors to reduce duplication of resources							

**POLICY STATEMENT 1 - Strategy 1: Increase Access to Quality Learning for All Learners in the Four Marginalized Group Targeted in the Radical Inclusion Policy**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>1.5.9</b> Support community mobilizers, volunteer mentors and facilitators through the provision of financial and non-financial incentives to support the increase of enrolment, retention, and completion rates of OOS learners							
	<b>1.5.10</b> Provide continuous professional development to volunteer mentors and facilitators							
	<b>1.5.11</b> Roll out/scale-up of non-formal schemes							
	<b>1.5.12</b> Strengthen and expand coordination with implementing partners working on non-formal schemes							
	<b>1.5.13</b> Develop and implement redress mechanisms for non-compliance to the re-enrolment, retention, and completion of OOSC learners, particularly OOS girls							

**POLICY STATEMENT 1 - Strategy 2: Design School Infrastructures that are Accessible and Safe to all Learners**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<b>STRATEGY 2: DESIGN SCHOOL INFRASTRUCTURES THAT ARE ACCESSIBLE AND SAFE TO ALL LEARNERS</b>								
2.1 School facilities are accessible, safe, and inclusive of all learners	2.1.1 Complete the review of the Persons with Disability Act 2011						<b>Lead:</b> MBSSE  <b>Support:</b> MLGRD, MoF, MoGCA, MoHS, MoSW, MoW, MoY, MTHE	<b>Implementing partners:</b> Concern Worldwide, Humanity & Inclusion, Leh Wi Lan, Plan International, Save the Children, SightSavers, World Hope International  <b>Development partners:</b> European Union, Irish Aid, FCDO, UNICEF, UNFPA, World Bank  <b>Local actors:</b>  <b>Other actors:</b> Organizations of Persons with Disabilities
	2.1.2 As part of the SICAP guidelines, establish and disseminate minimum standards for school’s infrastructures to ensure that they are safe and accessible to all learners							
	2.1.3 Define the approach to assessing school infrastructures with support from accessibility specialists							
	2.1.4 Assess infrastructures to identify schools that need to improve their facilities, giving priority to schools with the most improvements needed, considering the number of children with disabilities enrolled in that school							
	2.1.5 Roll out improvements to school facilities with a focus on ensuring that schools are accessible to learners with special needs, including learning and physical disabilities as informed by the radical inclusion baseline study (e.g. doors are wide enough, accessible ramps and railings are provided, sufficient light through windows or roof, toilets are accessible to disabled learners, separate toilets for boys and girls, outside areas are accessible to all children, accessible signage labelling buildings are provided (e.g. to show directions, emergency assembly points etc. for students with low vision, speaking or hearing impairments); classroom setups/materials are adapted/provided e.g. desk/chairs/benches size/heights, etc.)							



**POLICY STATEMENT 1 - Strategy 2: Design School Infrastructures that are Accessible and Safe to all Learners**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<p><b>2.1.6</b> Improve school WASH facilities that cater to the separate needs of boys and girls (e.g., gender-friendly latrines, accessible toilets, schools have inclusive and accessible hand washing/cleaning materials available, facilities are regularly being cleaned, menstrual hygiene/dignity kits are provided to female learners including sanitary pads, etc.)</p>							

**STRATEGY 3: PROVIDE ADEQUATE, ACCESSIBLE, AND INCLUSIVE TEACHING AND LEARNING MATERIALS**

<p><b>3.1</b> Standardized learning materials meet individual learners' needs and are accessible and inclusive of all students in all government and government-assisted schools</p>	<p><b>3.1.1</b> Define standards for learning materials to ensure they are accessible to all learners</p>					<p><b>Lead:</b> TSC <b>Support:</b> MBSSE</p>	<p><b>Implementing partners:</b> Concern Worldwide, FREE Project partners, Humanity &amp; Inclusion, International Rescue Committee, World Hope International, Leh Wi Lan, Plan International, Save the Children, SightSavers <b>Development funders:</b> Irish Aid, UNICEF  <b>Development funders:</b> European Union, Irish Aid, FCDO, UNICEF, World Bank  <b>Local actors:</b></p>
	<p><b>3.1.2</b> Adapt learning materials to ensure that they respond to individual learners' needs, and that content is gender-sensitive and promotes inclusivity</p>						
	<p><b>3.1.3</b> Develop learning materials, including digital and remote contents, tailored to the needs of marginalized learners are developed</p>						
	<p><b>3.1.4</b> Identify gaps in the provision of learning materials/ stationary ensuring distribution is coordinated amongst partners</p>						
	<p><b>3.1.5</b> Train marginalized learners on the use of adaptive and assistive learning materials</p>						

**POLICY STATEMENT 1 - Strategy 3: Provide Adequate, Accessible, and Inclusive Teaching and Learning Materials**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<p><b>3.2</b> Standardized teaching materials are provided to enable teachers to develop teaching aids that help make learning more accessible and inclusive in all government and government-assisted schools</p>	<p><b>3.2.1</b> Conduct mapping of existing teaching materials in use and create a repository of materials, which will inform the content of standardized materials approved by the TSC</p>						<p><b>Lead:</b> TSC</p> <p><b>Support:</b> MBSSE, SLTU</p>	<p><b>Implementing partners:</b> Concern Worldwide, EdTech Hub, FREE Project partners, Humanity &amp; Inclusion, International Rescue Committee, Leh Wi Lan, Plan International, Save the Children, SightSavers</p> <p><b>Development partners:</b> European Union, Irish Aid, FCDO, UNFPA, UNICEF, World Bank</p> <p><b>Local actors:</b></p>
	<p><b>3.2.2</b> Define standards for the content of teaching materials to be distributed, ensuring that it responds to the need of marginalized learners, which will be approved by the TSC and MBSSE</p>							
	<p><b>3.2.3</b> Identify teachers' needs (such as mental and physical disabilities) and define benchmarks for the provision of teaching materials, including stationery (such as chalk, dusters, registers, calculators, blackboards, blackboard renovators, reader books, record books, lesson plan manuals, pens, pencils, markers, etc.) and provide assistive devices for teachers with disabilities</p>							
	<p><b>3.2.4</b> Identify gaps in the provision of teaching materials/ stationary ensuring distributions is coordinated amongst partners to enable teachers to prepare accessible/inclusive lessons</p>							
	<p><b>3.2.5</b> Support the scale-up nationally of the distribution of teaching materials</p>							
	<p><b>3.2.6</b> Train teachers on how to develop teaching aids that help make learning more accessible and inclusive</p>							

**POLICY STATEMENT 1 - Strategy 3: Provide Adequate, Accessible, and Inclusive Teaching and Learning Materials**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>3.2.7</b> Train teachers on how to teach and use different adaptive and assistive teaching materials (for instance material in braille, etc.)							
<b>STRATEGY 4: CREATE SAFE AND INCLUSIVE SCHOOL ENVIRONMENTS</b>								
<b>4.1</b> Set up a regulatory framework to prevent and respond to abuse of learners, including those who are the most vulnerable, such as students with communication or intellectual disabilities, by school personnel and peers	<b>4.1.1</b> Adapt and disseminate, for all basic and senior secondary education levels, the Reducing Violence in Schools Guide						<b>Lead:</b> TSC  <b>Support:</b> MBSSE	<b>Implementing partners:</b> FREE Project partners, Leh Wi Lan  <b>Development partners:</b> European Union, Irish Aid, FCDO, World Bank  <b>Local actors:</b> Community stakeholders such as Schools, SMCs, BoGs, SLTUs, Mothers' Clubs
	<b>4.1.2</b> Develop/review and disseminate policies, guidelines, and protocols (such as the Comprehensive School Safety Policy, the Anti-Corporal Punishment in Schools Initiative, etc.) that set standards for the promotion of all learners' safety in schools, ensuring that they are aligned with the Radical Inclusion policy							
	<b>4.1.3</b> Train school personnel on all policies, guidelines and protocols that promote all learners' safety in schools							
	<b>4.1.4</b> Develop and implement strategies to ensure schools' compliance and enforcement of policies including the Persons with Disabilities Act 2011 and the Education Act 2004, which gives children in Sierra Leone the right to attend mainstream school and access teaching that meets their needs							
	<b>4.1.5</b> Ensure that teachers are equipped to manage children's safety in schools (e.g., through the development of handbooks/guidelines and training on their provisions)							

**POLICY STATEMENT 1 - Strategy 4: Create Safe and Inclusive School Environments**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>4.1.6</b> Ensure that teachers and other school personnel abide by the 2019 Code of Conduct for Teachers and Other Education Personnel in Sierra Leone, which sets clear guidelines on malpractice, misconduct, and abuse							
	<b>4.1.7</b> School leaders enforce the Code of Conduct for Teachers and Other Education Personnel in Sierra Leone in schools as a basis for managing teacher non-compliance resulting in proportionate disciplinary action							
	<b>4.1.8</b> Ensure children and learners are aware of school safety policies and protocols, including behavioral expectations from peers and staff, and are aware of accessible means of reporting any breaches							
	<b>4.1.9</b> Develop standard operating procedures for the handling and referrals of school-related gender-based violence							
<b>4.2</b> Undertake classroom accessibility assessments in schools to identify barriers to inclusion	<b>4.2.1</b> Develop Toolkit for Enabling Inclusive Learning (TEIL), which can be informed by existing global tools such as the Non-Technical Accessibility Assessment (NTAA)						<b>Lead:</b> TSC <b>Support:</b> MBSSE	<b>Implementing partners:</b> Humanity & Inclusion, International Rescue Committee Purposeful  <b>Development partners:</b>  <b>Local actors:</b> Schools, Teachers
	<b>4.2.2</b> Disseminate and train school personnel on how to use TEIL, to enable them to conduct classrooms accessibility assessments							
	<b>4.2.3</b> Teachers undertake classrooms accessibility assessments in schools to identify challenges to inclusion and set out plans to overcome them, prioritizing the use of resources available							

**POLICY STATEMENT 1 - Strategy 4: Create Safe and Inclusive School Environments**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>4.2.4</b> Assess schools' inclusivity mechanisms every year, using the MBSSE TEIL, and put improvement plans in place							
<b>4.3</b> Develop and deliver training modules on radical inclusion to teachers and district officials	<b>4.3.1</b> Develop modules on diversity and inclusion, which will be integrated into the National Teacher Training curriculum						<b>Lead:</b> TSC  <b>Support:</b> MBSSE, MTHE, TTIs	<b>Implementing partners:</b> Concern Worldwide, EdTech Hub, FREE Project partners, Humanity & Inclusion, International Rescue Committee, Leh Wi Lan, Plan International, Save the Children, SightSavers  <b>Development partners:</b> European Union, Irish Aid, FCDO, UNFPA, World Bank  <b>Local actors:</b> Schools
	<b>4.3.2</b> Develop a module on supporting pupils who are or have been pregnant and parent learners, which will be integrated into the National Teacher Training curriculum							
	<b>4.3.3</b> Teachers are provided with compulsory pre-service training in radical inclusion in education							
	<b>4.3.4</b> Develop and provide compulsory in-service training on radical inclusion in education, including a program of continuous professional development on inclusion							
	<b>4.3.5</b> Provide baseline and refresher trainings will be provided at least once a year							
	<b>4.3.6</b> Integrate radical inclusion approaches into Teacher Learning Circles so that it is a part of teachers' continuous professional development							

**POLICY STATEMENT 1 - Strategy 4: Create Safe and Inclusive School Environments**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>4.3.7</b> Establish and disseminate standards for teacher learning circles component on radical inclusion							
	<b>4.3.8</b> Teacher Learning Circles regularly take place, providing a space for peer learning on inclusive education through experience sharing, modelling, coaching, and mentoring on inclusive education. It will also provide an opportunity to support teachers in developing their classroom practices and their professional development competencies (lesson preparation, use of a variety of teaching methods and resources, communication skills, pupils’ assessment techniques, classroom management, teaching reading and writing across all subjects, etc.)							
	<b>4.3.9</b> Monitor and evaluate the impact of teachers' training on inclusive education approaches, for instance through classroom observations, to draw learnings that can inform further trainings/ support							
	<b>4.3.10</b> Train District Education Officers on radical inclusion, to ensure that the principles of inclusivity are understood, prioritized and valued throughout the system							
	<b>4.3.11</b> Deploy EdTech to support teacher training and mentoring in remote and underserved areas (e.g., using an online platform to undertake training or for teachers to access support materials)							

**POLICY STATEMENT 1 - Strategy 4: Create Safe and Inclusive School Environments**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>4.3.12</b> Train school leaders on radical inclusion in education to better support and oversee practices in their establishment							
<b>4.4</b> Train female and male champions, including those with disabilities, who will promote inclusivity in schools	<b>4.4.1</b> Train school personnel (school principals, mentors, school quality assurance officers, etc.) on inclusion using guidance provided by the TEIL						<b>Lead:</b> TSC  <b>Support:</b> MBSSE, MTHE	<b>Implementing partners:</b> FREE Project partners, Humanity & Inclusion, Leh Wi Lan, SightSavers  <b>Development partners:</b> European Union, Irish Aid, FCDO, UNFPA, World Bank  <b>Local actors:</b> Schools
	<b>4.4.2</b> Train school teachers, male and female teachers, and teachers with disabilities as inclusion champions using guidance provided by the TEIL							
	<b>4.4.3</b> Develop guidelines that outline champions' roles and responsibilities and the selection criteria to ensure that they are representative of marginalized groups							
	<b>4.4.4</b> Appoint and train a minimum of one, ideally two, teachers as champions of inclusion in schools. Inclusion champions should be representative of marginalized learners							
	<b>4.4.5</b> Where appropriate and feasible, appoint and train two teachers with at least one female teacher as a girls' champion and the other one as an inclusive champion, in schools and provide teachers with counselling training. In instances where this is not possible, draw on female champions in communities.							

**POLICY STATEMENT 1 - Strategy 4: Create Safe and Inclusive School Environments**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>4.4.6</b> Develop incentivization schemes for inclusion champions to ensure the sustainability of their role, and coordinate the inclusion champion scheme with other community mobilizers/volunteers to reduce duplication of resources							
	<b>4.4.7</b> Provide continuous professional development to school personnel and develop communities of practice that focus on nurturing an inclusive culture							
	<b>4.4.8</b> Expand the MTHE's scholarships scheme to support experienced teachers who wish to become inclusion specialists							
<b>4.5</b> Undertake regular school inspections/monitoring to ensure that schools are safe and inclusive environments	<b>4.5.1</b> Develop and disseminate protocols for regular school inspection/monitoring, which are in line with broader accountability reform measures, to ensure that safety protocols are in place and adhered to						<b>Lead: MBSSE</b>	<b>Implementing partners:</b> Save the Children  <b>Development partners:</b>  <b>Local actors:</b> Schools
	<b>4.5.2</b> Train school inspectors and community volunteers to inspect/monitor schools to ensure that they are safe environments and standards to prevent, report, refer and respond to abuse and harassment are in place							
	<b>4.5.3</b> Conduct regular school inspections/monitoring							



**POLICY STATEMENT 1 - Strategy 4: Create Safe and Inclusive School Environments**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<p><b>4.6</b> Raise awareness in communities and schools to shift attitude towards abuse and harassment, including on SRGBV</p>	<p><b>4.6.1</b> Develop/review communication materials, ensuring that they are appropriate, inclusive, and accessible, and launch awareness campaigns in schools and communities to change behavior towards abuse and harassment</p>						<p><b>Lead:</b> MBSSE</p> <p><b>Support:</b> MoGCA, MLGRD, MoSW, NSRTP, TSC</p>	<p><b>Implementing partners:</b> FREE Project partners, Plan International, World Hope International</p> <p><b>Development partners:</b> European Union, FCDO, Irish Aid, UNFPA, World Bank</p> <p><b>Local actors:</b></p>
	<p><b>4.6.2</b> Identify and train school and community champions to continue awareness efforts</p>							
	<p><b>4.6.3</b> Train school personnel, communities - particularly parents and caregivers - on positive parenting and discipline</p>							
	<p><b>4.6.4</b> Sensitize school personnel and communities on school safety policy</p>							
	<p><b>4.6.5</b> Enforce zero-tolerance measures on SGBV in schools and communities</p>							

**POLICY STATEMENT 1 - Strategy 4: Create Safe and Inclusive School Environments**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<p><b>4.7</b> Ensure schools are safe for students, especially girls, by ensuring that communities and school personnel are trained to prevent, identify, respond, and refer cases of abuse, harassment and SRGBV</p>	<p><b>4.7.1</b> Finalize and disseminate National Referral Protocol to ensure the role of schools in the national pathway is clear and that the protocol takes a child-friendly approach</p>						<p><b>Lead:</b> MBSSE</p> <p><b>Support:</b> MoGCA, MoSW</p>	<p><b>Implementing partners:</b> Concern Worldwide, EducAid, FREE Project partners, Humanity &amp; Inclusion, Leh Wi Lan, Plan International, Save the Children, SightSavers</p> <p><b>Development partners:</b> European Union, FCDO, Irish Aid, UNFPA, UNICEF, World Bank</p> <p><b>Local actors:</b> Schools</p>
	<p><b>4.7.2</b> Develop and disseminate complaints, referral, and response mechanisms, as well as school and community responses to SRGBV and other forms of abuse and harassment, with all of the geographically specific services providers mapped</p>							
	<p><b>4.7.3</b> Develop and communicate clear procedural links between the TSC Grievance Redress Mechanism, 8060 toll-free line, SGBV National Referral Protocol</p>							
	<p><b>4.7.4</b> Ensure children and learners are aware of safety policies and protocols, of behavioral expectations from peers and staff and have and are aware of accessible means of reporting any breaches</p>							
	<p><b>4.7.5</b> Train school personnel, parents/caregivers and communities on the prevention, identification, handling and reporting of any forms of abuse and harassment, including school-based GBV</p>							
	<p><b>4.7.6</b> Develop guidelines and train school authorities on gender-responsive and child-centered counselling approaches</p>							

**POLICY STATEMENT 1 - Strategy 4: Create Safe and Inclusive School Environments**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<p><b>4.8</b> Strengthen coordination between schools and other actors to tackle abuse and harassment</p>	<p><b>4.8.1</b> Strengthen implementation of legal reforms in Sierra Leone that have provisions for tackling abuse and harassment, including the Child Act, Registration and Divorce Act and the law around the age of consensual sex</p>						<p><b>Lead:</b> MBSSE</p>	<p><b>Implementing partners:</b> EducAid, Leh Wi Lan, Save the Children</p> <p><b>Development partners:</b> UNFPA</p> <p><b>Local actors:</b> BoGs, Community Stakeholders, Schools, SMCs</p>
	<p><b>4.8.2</b> Identify and disseminate in schools and communities a list of service providers to be contacted for prevention, reporting and handling of abuse and harassment</p>							
	<p><b>4.8.3</b> Update the list of service providers at least once a year</p>							
	<p><b>4.8.4</b> Develop guidelines and train school and community representatives on referral mechanisms to ensure that children receive adequate and coordinated support and can access services (health, counselling, justice, etc.)</p>							
<p><b>4.9</b> Ensure that child protection systems are in place to enable learners to return or stay in safe school environments</p>	<p><b>4.9.1</b> Connect evolving child protection systems to school and community monitoring of children at risk of dropout and identify out-of-school children whose families need additional support</p>						<p><b>Lead:</b> MoGCA, MoSW</p> <p><b>Support:</b> MBSSE</p>	<p><b>Implementing partners:</b></p> <p><b>Development partners:</b> Irish Aid, UNFPA</p> <p><b>Local actors:</b></p>

**POLICY STATEMENT 1 - Strategy 4: Create Safe and Inclusive School Environments**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<b>4.10</b> Roll out comprehensive sexuality education to enable young people to protect and advocate for their health, well-being and dignity in their schools	<b>4.10.1</b> Roll out comprehensive sexuality education to learners and to communities						<b>Lead:</b> MoH  <b>Support:</b> MBSSE, TSC	<b>Implementing partners:</b> FREE Project Partners  <b>Development partners:</b> European Union, Irish Aid, FCDO, UNFPA, World Bank  <b>Local actors:</b>
	<b>4.10.2</b> Train teachers on the new Basic Education curricula that includes Comprehensive Sexuality Education in line with the School Health Policy							
<b>STRATEGY 5: REDUCE FINANCIAL BARRIERS TO SCHOOL ATTENDANCE</b>								
<b>5.1</b> Mechanisms are in place to ensure that eligible schools have access to government financial assistance	<b>5.1.1</b> Finalize and disseminate the Use of School Subsidies and School Approvals guidelines, which will ensure that eligible schools obtain financial assistance to reduce the cost of schooling for low-income families						<b>Lead:</b> MBSSE  <b>Support:</b> MoF	<b>Implementing partners:</b> EPG, Fab Inc., FREE Project partners  <b>Development partners:</b> European Union, FCDO, Irish Aid, World Bank
	<b>5.1.2</b> Complete the review of the financial amount per student allocated to schools in the Use of School Subsidies guidelines to ensure that it is appropriate for current living standards							
	<b>5.1.3</b> Accelerate the Level 2 approval of existing schools to decrease the costs of schooling for the poor and provide them with appropriate support throughout the application process							

**POLICY STATEMENT 1 - Strategy 5: Reduce Financial Barriers to School Attendance**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>5.1.4</b> Provide technical support through MoF to improve the efficiency of timely payment of school subsidies and the targeting of their use to promote radical inclusion							
	<b>5.1.5</b> Monitor schools' use of subsidies to ensure that they contribute to reducing financial barriers to school attendance as much as possible and that they are not imposing additional school expenditures							
	<b>5.1.6</b> Evaluate schools' use of subsidies to assess its impact on reducing financial barriers to marginalized learners' school attendance, particularly those from low-income families, and use findings to inform further interventions							
<b>5.2</b> Support the most marginalized and remote schools that are not on government subsidy	<b>5.2.1</b> Undertake a study to understand the challenges that the most marginalized and remote schools not on government subsidy experience and identify ways of addressing these challenges						<b>Lead:</b> MBSSE <b>Support:</b> MoF	<b>Implementing partners:</b> Save the Children  <b>Development partners:</b>  <b>Local actors:</b> SMCs, BoGs
	<b>5.2.2</b> Develop financial and non-financial strategies to support the most marginalized and remote schools not yet on government subsidy, whilst they await their Level 2 approval which will enable them to access government funding							
	<b>5.2.3</b> Support initiatives that aim to contribute school user fees to schools that are not on government subsidy, thus reducing parents' financial barriers to enrolling children in schools							

**POLICY STATEMENT 1 - Strategy 5: Reduce Financial Barriers to School Attendance**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<p><b>5.3</b> Create mechanisms to regulate the imposition of hidden fees on students</p>	<p><b>5.3.1</b> Re-publicize the teacher code of conduct and ensure that all teachers, particularly at the primary level, complete training and sign the code of conduct</p>						<p><b>Lead:</b> MBSSE</p> <p><b>Support:</b> MLGRD, MoF</p>	<p><b>Implementing partners:</b></p> <p><b>Development partners:</b></p> <p><b>Local actors:</b></p>
	<p><b>5.3.2</b> SMCs and BoGs hold schools to account by developing/strengthening compliance guidelines to deter hidden fees, disseminating these guidelines to parents/caregivers, and developing reporting and redress mechanisms</p>							
<p><b>5.4</b> Provide financial support to learners to enable them to access education</p>	<p><b>5.4.1</b> Popularize the government grant for girls to pursue Science Technology Engineering and Mathematics in higher and technical institutions to ensure better access for girls.</p>						<p><b>Lead:</b> MTHE</p> <p><b>Support:</b> MBSSE, MoF</p>	<p><b>Implementing partners:</b> Concern Worldwide, Plan International</p> <p><b>Development partners:</b></p> <p><b>Local actors:</b></p>
	<p><b>5.4.2</b> Assist girls accessing government grants to pursue Science Technology Engineering and Mathematics in higher and technical institutions and other vocational skills</p>							
	<p><b>5.4.3</b> Support the roll-out of Village Savings and Loan Association (VSLA) schemes to enable parents of learners to access financial resources, for instance, to access basic learning materials</p>							

**POLICY STATEMENT 1 - Strategy 6: Enhance Roll Out of the FQSE Program Through MBSSE Collaboration with Partners**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<b>STRATEGY 6: ENHANCE ROLL OUT OF THE FQSE PROGRAM THROUGH MBSSE COLLABORATION WITH PARTNERS</b>								
<p><b>6.1</b> Increase coordination within/ between actors at Central, District and Local levels to enhance the roll out of the FQSE program</p>	<p><b>6.1.1</b> Set up governance arrangements that will promote coordination within/between actors at central, district and local levels. The governance structure, outlined in the implementation plan, will be informed by the guidance provided in the Radical Inclusion policy</p>						<p><b>Lead:</b> MBSSE</p> <p><b>Support:</b> MoF, MoPED</p>	<p><b>Implementing partners:</b> EducAid, Plan International, SLANGO</p> <p><b>Development partners:</b> UNICEF</p> <p><b>Local actors:</b> CSOs, Local Councils</p>
	<p><b>6.1.2</b> Once governance arrangements are finalized, organize coordination meetings at the Central level between Directorates within the MBSSE and between the MBSSE and other Ministries, to ensure a shared understanding of priorities, delivery approaches and to avoid duplication, as outlined in the implementation plan</p>							
	<p><b>6.1.3</b> Organize coordination meetings at the district level to ensure a shared understanding of priorities, delivery approaches and to avoid duplication</p>							
	<p><b>6.1.4</b> District officials, school representatives and partners work together to deliver activities outlined in the Radical Inclusion implementation plan</p>							
	<p><b>6.1.5</b> Strengthen reporting lines between the District and Central levels for better 'real-time' tracking of service delivery</p>							

**POLICY STATEMENT 1 - Strategy 6: Enhance Roll Out of the FQSE Program Through MBSSE Collaboration with Partners**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>6.1.6</b> Continued rollout of the FQSE program informed by the findings of the review and strengthened by the increase in coordination between actors at the Central, District and Local levels							
	<b>6.1.7</b> Disseminate relevant activity based workplans, including costing, that support the FQSE roll out to ensure coordinated support among stakeholders						<b>Lead: MBSSE</b>	<b>Implementing partners:</b>  <b>Development partners:</b>  <b>Local actors:</b>
<b>6.2</b> Increase awareness amongst government stakeholders, partners and local actors on the FQSE provisions and services/support available to learners and schools	<b>6.2.1</b> Continue to develop and disseminate appropriate and standardized inclusive awareness campaigns that aim to explain the objectives and scope of the FQSE program and outline how the program will help increase the provision of quality inclusive learning in Sierra Leone						<b>Lead: MBSSE</b>  <b>Support: MIC</b>	<b>Implementing partners:</b> Humanity & Inclusion, Leh Wi Lan, Save the Children  <b>Development partners:</b> FCDO  <b>Local actors:</b> CSOs, community leaders



## 2.2 POLICY STATEMENT 2: TARGET SUPPORT FOR VULNERABLE LEARNERS

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<b>STRATEGY 1: PROVIDE TAILORED SUPPORT TO MARGINALIZED LEARNERS</b>								
<b>1.1</b> Marginalized learners' needs are systematically assessed	<b>1.1.1</b> Map existing learners' assessment tools						<b>Lead:</b> TSC  <b>Support:</b> MBSSE, MoH, MoGCA, MoSW	<b>Implementing partners:</b> EducAid, Humanity & Inclusion, International Rescue Committee, Leh Wi Lan, One Family People, Smart Women Initiative, SightSavers  <b>Development partners:</b> FCDO  <b>Local actors:</b> Schools, Teachers  <b>Other actors:</b> Organizations of Persons with Disabilities
	<b>1.1.2</b> Standardize the approach to learners' screening and assessment and train teachers (pre and in-service) and parents on how to screen, assess, support, and refer individual learners							
	<b>1.1.3</b> Train school leaders on how to use the screening and assessment tool(s) to ensure that they can provide appropriate oversight and support to teachers							
	<b>1.1.4</b> Screen and assess learners' functional abilities at the onset of the school year, periodically throughout, and at transition points where possible							
	<b>1.1.5</b> Develop and implement transition processes to ensure the continuity of support to marginalized learners when they change classes or schools							
	<b>1.1.6</b> Children undergo vulnerability assessments in collaboration with parents/caregivers, and findings are integrated within the annual school census							

**POLICY STATEMENT 2 - Strategy 1: Provide Tailored Support to Marginalized Learners**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<p><b>1.1.7</b> Build school data systems with future interoperability, including with disability certification and health systems and databases in mind, to ensure information on children with disabilities is tracked and shared appropriately between health and education systems and social services</p>						<p><b>Lead:</b> MBSSE</p> <p><b>Support:</b> MoH, MoGCA, MoSW, NCRA, Statistics Sierra Leone</p>	<p><b>Implementing partners:</b> CGA Technologies</p> <p><b>Development partners:</b></p> <p><b>Local actors:</b></p>
<p><b>1.2</b> Tailored support is provided to learners based on findings of individual assessment</p>	<p><b>1.2.1</b> Undertake mapping of experts available to provide tailored support to marginalized learners, particularly in remote and underserved areas</p>						<p><b>Lead:</b> MBSSE</p> <p><b>Support:</b> MoH, MoSW, TSC</p>	<p><b>Implementing partners:</b> Concern Worldwide, EdTech Hub, EducAid, FREE Project partners, Humanity &amp; Inclusion, Leh Wi Lan, Plan International, Save the Children, SightSavers, World Hope International</p> <p><b>Development partners:</b> European Union, FCDO, Irish Aid, World Bank</p> <p><b>Local actors:</b> Schools, Teachers</p>
	<p><b>1.2.2</b> Disseminate findings from the mapping to schools and communities to support referral processes</p>							
	<p><b>1.2.3</b> Refer children in need of expert support for services and assistive devices where needed (e.g., psychosocial support, provision of wheelchairs, assistive devices, etc.)</p>						<p><b>Lead:</b> MoSW</p> <p><b>Support:</b> MBSSE MoGCA</p>	<p><b>Implementing partners:</b></p> <p><b>Development partners:</b></p> <p><b>Local actors:</b> Schools</p>

**POLICY STATEMENT 2 - Strategy 1: Provide Tailored Support to Marginalized Learners**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>1.2.4</b> Develop individual learning plans for learners based on assessment results						<b>Lead:</b> MBSSE  <b>Support:</b> MoH, MoSW, MTHE, TSC	<b>Implementing partners:</b> CGA Technologies, Concern Worldwide, EducAid, EdTech Hub, Humanity & Inclusion, Leh Wi Lan, Plan International, Save the Children, SightSavers  <b>Development partners:</b> FCDO, FREE project partners,  <b>Local actors:</b> Schools, Teachers  <b>Other actors:</b> Organizations of Persons with Disabilities
	<b>1.2.5</b> Determine and introduce the use of appropriate classroom methodologies for the inclusion of all learners in the Teacher Training curriculum							
	<b>1.2.6</b> Pilot and evaluate the ‘One Tablet Per School’ program, which will provide data to actors at the school, district, and national levels to better identify the needs and tailor support to marginalized students							
	<b>1.2.7</b> Use findings from the ‘One Tablet Per School’ program evaluation to inform the scale-up of that initiative							
	<b>1.2.8</b> Provide learners with learning materials (e.g., textbooks, writing materials, etc.) in line with the FQSE provisions							
	<b>1.2.9</b> Support vulnerable learners with difficulties in seeing and hearing with referrals for assessment from specialists in vision and hearing to provide specialized/assistive devices such as hearing aids, eyeglasses, etc. where appropriate							
	<b>1.2.10</b> Ensure lessons are accessible to all learners using appropriate means of communication and teaching and learning materials (e.g., braille and other adequate means for the deaf, etc.)							

**POLICY STATEMENT 2 - Strategy 1: Provide Tailored Support to Marginalized Learners**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>1.2.11</b> Facilitate the learning of alternative modes of communication in schools such as braille, alternative script, etc.							
	<b>1.2.12</b> Support the recruitment and deployment of teachers, including teachers with disabilities, who are qualified in braille, and training of professionals and staff who work at all levels of education							
	<b>1.2.13</b> Provide support to Teacher Training Colleges to become more accessible and inclusive to persons with disabilities in order to increase the number of teachers with disabilities in the teacher workforce							
<b>1.3</b> Classroom assistants and non-teaching staff are deployed where appropriate and feasible	<b>1.3.1</b> Develop and disseminate guidance on parental/caregiver volunteering schemes to increase the provision of classroom assistants that can help teachers respond to the range of vulnerabilities in classrooms						<b>Lead:</b> TSC <b>Support:</b> MBSSE	<b>Implementing partners:</b>  <b>Development partners:</b>  <b>Local actors:</b> Schools
	<b>1.3.2</b> Identify and implement financial and/or non-financial incentives to support the roll out of this initiative in targeted areas (e.g., in the most in need areas), thus ensuring its sustainability							
	<b>1.3.3</b> Train parents/caregivers on the volunteering scheme							

**POLICY STATEMENT 2 - Strategy 1: Provide Tailored Support to Marginalized Learners**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>1.3.4</b> Incorporate guidance in existing training manuals such as TEIL, CTA, and PTA							
	<b>1.3.5</b> Explore the viability, nationally or on a small scale, of implementing a scheme for the training and deployment of non-teaching staff, (e.g., community and/or service providers such as social and health workers to support teachers in delivering appropriate learning for children with disabilities, and agree on next steps							
<b>1.4</b> Marginalized learners are provided with holistic and coordinated support	<b>1.4.1</b> Develop Individualized Education Plans (IEP) for children with disabilities and/or learning difficulties with support from families following the guidance in the Inclusive Education Teacher Training Manual						<b>Lead:</b> TSC  <b>Support:</b> MBSSE, MoH	<b>Implementing partners:</b> EducAid, Plan International, Save the Children, TARL  <b>Development partners:</b>  <b>Local actors:</b> Schools
	<b>1.4.2</b> Teachers consult and involve parents, specialists, school heads in the development of individual education plans, who will also be supported to continue learning at home							
	<b>1.4.3</b> Ensure that schools gather and disseminate information on relevant health and social services, including for maternal and reproductive health, that can be accessed in the immediate community and further afield							
	<b>1.4.4</b> Ensure that these services are accessible free of charge							

**POLICY STATEMENT 2 - Strategy 1: Provide Tailored Support to Marginalized Learners**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>1.4.5</b> Schools will work alongside other Ministries and service providers to undertake accessibility and vulnerability assessments							
	<b>1.4.6</b> Develop and disseminate medical referral mechanisms to assist children and their parents to access services and providers of assistive technology and other resources, where these are available and would benefit the learner							

**STRATEGY 2: PROMOTE A CULTURE OF INCLUSION IN SCHOOLS, NON-FORMAL EDUCATION CENTERS AND SOCIETY**

<b>2.1</b> Raise awareness in society to shift attitude towards inclusion	<b>2.1.1</b> Identify social and institutional barriers to marginalized groups' access to quality learning and use findings to develop harmonized messaging that promotes a culture of inclusion in schools and society						<b>Lead:</b> MBSSE  <b>Support:</b> MLGRD, MoH, NSRTP	<b>Implementing partners:</b> Coalition for Girls Education, Concern Worldwide, FREE Project partners, Humanity & Inclusion, IRC, Plan International, Purposeful, Save the Children, SightSavers  <b>Development funders:</b> European Union, Irish Aid, FCDO, UNFPA, UNICEF, World Bank  <b>Local actors:</b> Community Leaders, Religious Leaders, Inclusion Champions, PTA, CTA, SMCs  <b>Other actors:</b> Organizations of Persons with Disabilities
	<b>2.1.2</b> Develop and launch innovative and inclusive approaches to awareness campaigns to encourage communities to value and emphasize girls' education, particularly pregnant girls and parent learners, as equally as boys' education							
	<b>2.1.3</b> Promote and facilitate positive actions to promote girls' education and address social and institutional constraints on girls' learning							

**POLICY STATEMENT 2 - Strategy 2: Promote a Culture of Inclusion in Schools, Non-Formal Education Centers and Society**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>2.1.4</b> Identify and implement initiatives that promote a culture and normalize inclusion in society and schools, including encouraging communities to value children with disabilities and other vulnerabilities							
	<b>2.1.5</b> Institute values-led dialogues on inclusive education discussions							
	<b>2.1.6</b> Develop and enforce community by-laws that promote inclusion							
	<b>2.1.7</b> Establish/roll out inclusion clubs, including mothers/grandmothers/caregivers' clubs that will advocate for the inclusion of pregnant girls/parent learners in schools							
	<b>2.1.8</b> Establish inclusion representatives/teams within communities to advocate for the inclusion of marginalized learners in schools							
	<b>2.1.9</b> Identify roles and responsibilities for inclusion representatives/teams within communities							
	<b>2.1.10</b> Conduct training programs for inclusion representatives/teams within communities							

**POLICY STATEMENT 2 - Strategy 2: Promote a Culture of Inclusion in Schools, Non-Formal Education Centers and Society**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>2.1.11</b> Establish/roll out school clubs that will promote inclusion, particularly of marginalized learners, and ensure that learners are safe							
	<b>2.1.12</b> Provide safe spaces for adolescent girls and ensure facilitation of safe space sessions where they receive guidance and counselling from Female Teachers and Health Service providers							
	<b>2.1.13</b> Advocate for the inclusion of successful persons with disabilities and women to serve as role models in various communities							
	<b>2.1.14</b> Establish redress and complaints mechanism to address persistent behavior of non-inclusion of marginalized learners							
	<b>2.1.15</b> Establish feedback mechanisms that enable marginalized learners' voices to be heard in order to better advocate their inclusion							
	<b>2.1.16</b> Distribute annual national inclusion awards to acknowledge inclusion champions in schools and communities							



**POLICY STATEMENT 2 - Strategy 2: Promote a Culture of Inclusion in Schools, Non-Formal Education Centers and Society**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<p><b>2.2</b> Support Government to pursue its national commitment to education</p>	<p><b>2.2.1</b> Invest in early childhood intervention to reduce inequalities in educational outcomes and improve attainment among poor and marginalized groups in line with the implementation of the Integrated Early Childhood Development (IECD) Policy.</p>						<p><b>Lead:</b> MBSSE</p> <p><b>Support:</b> MoF, MTHE, SQARM Directorate</p>	<p><b>Implementing partners:</b> CGA Technologies, Concern Worldwide, EdTech Hub, EducAid, IRC, Leh Wi Lan, Plan International, Purposeful, Save the Children, SightSavers,</p> <p><b>Development partners:</b> Irish Aid, FCDO, UNICEF</p> <p><b>Local actors:</b></p>
	<p><b>2.2.2</b> Develop comprehensive and coordinated robust data collection and analysis processes at the school level that are aligned to the indicators outlined in the Radical Inclusion implementation plan monitoring and evaluation section, to ensure that the Radical Inclusion policy is evidenced-based</p>							
	<p><b>2.2.3</b> Implement a comprehensive and coordinated robust management information system, that ensures that disaggregated data collected at the school level feeds into the EMIS</p>							
	<p><b>2.2.4</b> Train teachers to use data collection tools and report data adequately at the school level</p>							

**POLICY STATEMENT 2 - Strategy 2: Promote a Culture of Inclusion in Schools, Non-Formal Education Centers and Society**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<b>2.3</b> Girls, pregnant girls and parent learners are supported to start, continue, return, stay, or complete their education (including after delivery or miscarriage, when the case applies) and sit examinations	<b>2.3.1</b> Develop a toolkit to support pregnant, parent learners, and pupils who have been pregnant, which will guide schools, teacher-counsellors, and the pregnant or parent learner's named support person on how to support learners' time at school including psychosocial support and parental skill training						<b>Lead:</b> TSC  <b>Support:</b> MBSSE, MoGCA, MoH, MoSW, NSRTP	<b>Implementing partners:</b> Concern Worldwide, FREE Project partners, IRC, Plan International, Purposeful, Save the Children  <b>Development partners:</b> European Union, FCDO, Irish Aid, UNFPA, World Bank  <b>Local actors:</b> Schools, SLTUs
	<b>2.3.2</b> Develop and implement measures that enable pregnant girls and parent learners to stay or return to education and sit exams (e.g., making provision for lactating mothers, make up/separate exams, adjusted timetables to attend medical appointments, catch-up/remedial lessons, provision of accelerated education for parent learners through Accelerated Education Program (AEP), developing guidelines for reintegrating pregnant girls into school, etc.)						<b>Lead:</b> MBSSE  <b>Support:</b> MoGCA, MoH, MoSW, NSRTP, TSC	
	<b>2.3.3</b> Identify and train support persons for pregnant and parent learners who will ensure that their rights are protected, and act as a bridge between the school, learner, and their family. The support person identified can be from an existing structure such as an existing community mobilizer/ volunteer/CBHW to avoid duplication of resources						<b>Lead:</b> TSC  <b>Support:</b> MBSSE, MoGCA, MoH, MoSW, NSRTP	
	<b>2.3.4</b> Implement the Integrated Home-Grown School Feeding Program (INHGSFP), giving priority to pregnant and lactating learners							

**POLICY STATEMENT 2 - Strategy 2: Promote a Culture of Inclusion in Schools, Non-Formal Education Centers and Society**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>2.3.5</b> Identify opportunities within communities that can provide remote learning for pregnant and parent learners particularly during an extended period of protected absence (e.g., safe-space initiatives, girls groups run by CBOs, or faith-based initiatives) to supplement formal learning							
	<b>2.3.6</b> Develop and launch back-to-school campaigns that promote pregnant girls to return to schools							
	<b>2.3.7</b> Establish dedicated platforms that target girls, pregnant girls and parents’ learners to promote their own mindset shift towards returning to school, as well as provide a space where their voices can be heard to be informed support initiatives							
	<b>2.3.8</b> Facilitate the re-enrolment of adolescent girls, pregnant girls and parent learners							
	<b>2.3.9</b> Provide psycho-social support for girls, pregnant girls and parent learners							
	<b>2.3.10</b> Further research childcare provisions for parent-learners in Sierra Leone that enables school attendance without financially burdening them							
	<b>2.3.11</b> Trial existing and new methods of providing childcare for parent learners both within schools and at the community							

**POLICY STATEMENT 2 - Strategy 2: Promote a Culture of Inclusion in Schools, Non-Formal Education Centers and Society**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
2.4 Tackle barriers that prevent learners from accessing school	2.4.1 Engage students, families, and school authorities to identify and address barriers to school attendance						<b>Lead:</b> MBSSE  <b>Support:</b> MoF, MoGCA, MoSW, National School Feeding Secretariat	<b>Implementing partners:</b> Coalition for Girls' Education, Concern Worldwide, FREE Project partners, LWL Plan International, Purposeful, Save the Children, SightSavers  <b>Development partners:</b> European Union, FCDO, Irish Aid, UNFPA, World Bank  <b>Local actors:</b> SMCs
	2.4.2 Conduct mapping to identify families most in need of school materials							
	2.4.3 Provide school materials such as uniforms, bags and support with other prohibitive costs associated with entering a new institution to lessen schooling costs for families most in need							
	2.4.4 Develop and roll out innovative learning options for hard-to-reach groups (e.g., EdTech, Radio Teaching Programs, blended learning approaches, and distributing print materials)							
	2.4.5 Support the rollout of the Integrated Home-Grown School Feeding Program (INHGSFP), which has specific provisions for government and government-assisted schools in vulnerable areas as outlined in the National School Feeding policy							
	2.4.6 Provide feedback/reporting boxes in schools that will enable marginalized learners to raise concerns in order to be better supported							

**POLICY STATEMENT 2 - Strategy 3: Provide Livelihood Opportunities for Marginalized Learners**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<b>STRATEGY 3: PROVIDE LIVELIHOOD OPPORTUNITIES FOR MARGINALIZED LEARNERS</b>								
<b>3.1</b> Develop and implement programs that will build the skills and provide opportunities for young, marginalized people	<b>3.1.1</b> Implement employability boot camps and careers fairs						<b>Lead:</b> MoYA  <b>Support:</b> MBSSE, MTHE	<b>Implementing partners:</b> EducAid, IRC, Plan International, Purposeful, Save the Children, World Hope International  <b>Development partners:</b> Irish Aid, UNFPA  <b>Local actors:</b>
	<b>3.1.2</b> Implement initiatives that promote the development of financial literacy skills							
	<b>3.1.3</b> Provide vocational skills training							
	<b>3.1.4</b> Provide business training							
	<b>3.1.5</b> Create and implement targeted leadership programs to boost marginalized youth's confidence and empower them							

## 2.3 POLICY STATEMENT 3: ENGAGE FAMILIES AND COMMUNITIES

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<b>STRATEGY 1: COMMUNITIES SUPPORT THE IMPLEMENTATION OF THE RADICAL INCLUSION POLICY</b>								
1.1 Map communities to target community engagement more effectively	1.1.1 Establish and connect school and community monitoring systems to child protections systems to identify children at risk who may need additional support						Lead: MBSSE	<b>Implementing partners:</b>  <b>Development partners:</b>  <b>Local actors:</b> Schools, Community Stakeholders
	1.1.2 Define the appropriate methodology to fill in any gaps related to identifying the prevalence of marginalized groups and the type of support they require							
	1.1.3 Develop a list of target communities and plan for community engagement							

**POLICY STATEMENT 3 - Strategy 1: Communities Support the Implementation of the Radical Inclusion Policy**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
1.2 Dissemination and sensitization of the National Policy on Radical Inclusion in Schools	1.2.1 Finalize and implement the Radical Inclusion dissemination plan						<b>Lead:</b> MBSSE  <b>Support:</b> MoGCA, MoH, MoSW, National Commission for Children, NSRTP	<b>Implementing partners:</b> EducAid, FREE Project partners, Humanity & Inclusion, International Rescue Committee, Leh Wi Lan, Purposeful, Plan International, World Hope International  <b>Development partners:</b> European Union, FCDO, Irish Aid, UNFPA, UNICEF, World Bank  <b>Local actors:</b> Paramount Chiefs, Religious Leaders, Community Champions/ Mobilizers and Volunteers, Schools, NCPD, SLUDI
	1.2.2 Develop dissemination materials ensuring that the messaging is standardized, coherent, up to date and via an appropriate method/means of transmission (such as braille, visuals, radio) and in the four major languages (Krio, Limba, Mende and Them) to ensure that they are accessible							
	1.2.3 Sensitize and train community stakeholders, parents and caregivers on the Radical Inclusion policy and its provisions							
	1.2.4 Train community motivators who can support dissemination efforts							
	1.2.5 Engage religious, traditional healers and community leaders to popularize the radical inclusion principles and include feedback and review mechanisms for actors							

**POLICY STATEMENT 3 - Strategy 1: Communities Support the Implementation of the Radical Inclusion Policy**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<p><b>1.3</b> Communities and parents are meaningfully engaged to support learners’ access and complete basic education</p>	<p><b>1.3.1</b> Engage parents/caregivers to identify the barriers to their participation in marginalized learners’ education (such as time, illiteracy, lack of value for education, prioritization of household chores/work, etc.), in order to better tailored messaging and support</p>						<p><b>Lead:</b> MBSSE</p> <p><b>Support:</b> MoGCA, MoSW</p>	<p><b>Implementing partners:</b> Concern Worldwide, EdTech Hub, Humanity &amp; Inclusion, International Rescue Committee, Plan International, Save the Children</p> <p><b>Development partners:</b> Irish Aid, UNFPA, UNICEF</p> <p><b>Local actors:</b> School Staff</p>
	<p><b>1.3.2</b> Engage parents in learners’ accessibility and vulnerability assessments to create a link between school, home, and individual learners’ plans/individuals educational plans/support</p>							
	<p><b>1.3.3</b> Engage parents and caregivers are engaged, for example through back-to-school campaigns, to support the enrolment of school-going age/out of school/marginalized students</p>							
	<p><b>1.3.4</b> Sensitize communities on gender socialization, SRGBV, and Sexual and Reproductive Health and Rights (SRHR) to enable them to better respond to the needs of girls</p>							
	<p><b>1.3.5</b> Sensitize communities on relevant policies that promote the rights of vulnerable learners to enable them to better respond to their needs</p>							
	<p><b>1.3.6</b> Identify various community events to champion inclusive education (such as parent-teacher meetings, open days, graduation ceremonies, etc.)</p>							



**POLICY STATEMENT 3 - Strategy 2: Communities Actively Champion Inclusion**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<b>STRATEGY 2: COMMUNITIES ACTIVELY CHAMPION INCLUSION</b>								
<p><b>2.1</b> Communities take the lead in tackling stigma and challenging harmful attitudes, beliefs, and practices in order to create a more inclusive society</p>	<p><b>2.1.1</b> Provide guidance for the volunteer community champion role and the facilitation of community dialogues in the TEIL</p>						<p><b>Lead:</b> MBSSE</p> <p><b>Support:</b> MoGCA, MoSW</p>	<p><b>Implementing partners:</b> Concern Worldwide, Humanity &amp; Inclusion, IRC</p> <p><b>Development partners:</b> UNFPA</p> <p><b>Local actors:</b> Schools</p>
	<p><b>2.1.2</b> Develop a community Dialogue Manual on reducing and eliminating stigma, norms and practices that further marginalize children</p>							
	<p><b>2.1.3</b> Define roles and responsibilities for parent-volunteer community champions to act as advocates for inclusion</p>							
	<p><b>2.1.4</b> Identify parent-volunteer community champions who will act as advocates for inclusive education in the community and encourage school enrolment among marginalized groups</p>							
	<p><b>2.1.5</b> Train community-based volunteers (females/males, and with and without disabilities) on how to tackle stigma and challenge harmful attitudes, beliefs and practices towards disability and gender and sensitize communities about the safety of children while in school and the community on the importance of girls' education</p>							
	<p><b>2.1.6</b> Parents are given in-person support and training to raise awareness in their communities on inclusion and the importance of education</p>							

**POLICY STATEMENT 3 - Strategy 2: Communities Actively Champion Inclusion**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<b>2.1.7</b> Use/strengthen existing committees/governance groups or support the formation of new ones (such as SMCs, GoGs, PTCs, etc.) to ensure that community members (parents of students, teachers, female leaders, etc.) contribute to initiatives aimed at ensuring that school environments are inclusive and safe							
	<b>2.1.8</b> Support community leaders to identify safe spaces and facilitate community dialogues where key issues can be discussed, and action plans created to have more supportive attitudes and/or behaviors toward girls' opportunities, education, and safety							
	<b>2.1.9</b> Engage with and encourage community Child Welfare Committees to sit at least monthly to maintain current competent awareness of connections with schools and district facilities							
	<b>2.1.10</b> Train community Child Welfare Committees to reduce stigma and negative norms against marginalized children and to refer CP cases between schools and relevant authorities.							

**POLICY STATEMENT 3 - Strategy 3: Marginalized and Vulnerable Learners are Engaged to Maximize the Impact of the Radical Inclusion Policy**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<b>STRATEGY 3: MARGINALIZED AND VULNERABLE LEARNERS ARE ENGAGED TO MAXIMIZE THE IMPACT OF THE RADICAL INCLUSION POLICY</b>								
<p><b>3.1</b> Government, implementing partners and local communities give marginalized learners a platform to contribute to the promotion of inclusive education</p>	<p><b>3.1.1</b> Identify safe platforms where marginalized learners can contribute to the identification of barriers to inclusion and solutions to tackle these, for instance by liaising with SMCs or other existing structures to feedback on their experiences, challenges, and input on radical inclusion interventions within the school development plans</p>						<p><b>Lead:</b> MBSSE</p> <p><b>Support:</b> MoGCA, MoSW</p>	<p><b>Implementing partners:</b> IRC, Leh Wi Lan, Plan International, Purposeful, Save the Children, World Hope International</p> <p><b>Development partners:</b> FCDO</p> <p><b>Local actors:</b> Special Needs Society</p> <p><b>Other actors:</b> Organizations of Persons with Disabilities</p>
	<p><b>3.1.2</b> Establish girls’ and boys’ clubs that will be safe environments for them to discuss relevant topics (such as how to prevent, reduce and report violence, gender and disability discrimination, etc.)</p>							
	<p><b>3.1.3</b> Train marginalized and vulnerable learners to become radical inclusion ambassadors in their schools and communities</p>							
	<p><b>3.1.4</b> Engage boys and girls in schools to establish school clubs, that will advocate for improved inclusivity, safety, and accessibility in schools</p>							
<p><b>3.2</b> Marginalized learners are engaged in RI policy implementation</p>	<p><b>3.2.1</b> Collect feedback from marginalised learners on how engaged they have been in the implementation of the RI policy and adapt the approach to maximise engagement</p>						<p><b>Lead:</b> MBSSE</p>	<p><b>Implementing partners:</b></p> <p><b>Development partners:</b></p> <p><b>Local actors:</b></p>

**POLICY STATEMENT 3 - Strategy 4: School Management Committees (SMCs) and Boards of Governors (BOGs) Contribute to Tackling Stigma and Negative Perceptions against Marginalized Children**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<b>STRATEGY 4: SCHOOL MANAGEMENT COMMITTEES (SMCS) AND BOARDS OF GOVERNORS (BOGS) CONTRIBUTE TO TACKLING STIGMA AND NEGATIVE PERCEPTIONS AGAINST MARGINALIZED CHILDREN</b>								
<p><b>4.1</b> SMCs are equipped to support schools provide safe learning environments for all learners and ensure accountability of schools</p>	<p><b>4.1.1</b> Train SMCs on their roles and responsibilities to support the implementation of relevant policies that promote inclusive education (radical inclusion policy, FQSE, anti-corporal, etc.), using accessible training materials (braille, visuals, radio, prominent languages)</p>						<p><b>Lead:</b> MBSSE</p>	<p><b>Implementing partners:</b> Concern Worldwide, FREE Project partners, Save the Children</p> <p><b>Development partners:</b> European Union, FCDO, Irish Aid, World Bank</p> <p><b>Local actors:</b></p>
	<p><b>4.1.2</b> Support SMCs provide adequate support and oversight to schools to ensure that they support vulnerable children</p>							
	<p><b>4.1.3</b> SMCs support schools to systematically include activities that promote inclusion in their development plans</p>							
<p><b>4.2</b> BoGs are equipped to support schools provide safe learning environments for all learners</p>	<p><b>4.2.1</b> Train BoGs on their roles and responsibilities to support the implementation of relevant policies that promote inclusive education (radical inclusion policy, FQSE, anti-corporal, etc.), using accessible training materials (braille, visuals, radio, prominent languages)</p>						<p><b>Lead:</b> MBSSE</p>	<p><b>Implementing partners:</b></p> <p><b>Development partners:</b></p> <p><b>Local actors:</b></p>
	<p><b>4.2.2</b> Support BoGs to provide adequate support and oversight to schools to ensure that they support vulnerable children</p>							

## 2.4 POLICY STATEMENT 4: AN ENABLING ENVIRONMENT

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<b>STRATEGY 1: NATIONAL AND REGIONAL STRUCTURES AND STRATEGIES ARE PUT IN PLACE TO SUPPORT THE ROLLOUT OF THE RADICAL INCLUSION POLICY</b>								
<b>1.1</b> Governance and coordination mechanisms at the national, regional and district levels oversee the roll out of the radical inclusion policy	<b>1.1.1</b> Establish structures outlined in the Radical Inclusion policy: Radical Inclusion Steering Committee, Inclusive Education Unit, National Forum for Inclusion, Multi-Disciplinary Working Group, Regional Review Bodies, Coalition of Development Partners						<b>Lead:</b> MBSSE	<b>Implementing partners:</b> FREE Project partners  <b>Development partners:</b> European Union, FCDO, Irish Aid, UNFPA, World Bank  <b>Local actors:</b>
	<b>1.1.2</b> Explore the viability of setting up district educational support resource centers							
<b>1.2</b> Strategies and policies will be put in place to ensure that the radical inclusion policy is enacted	<b>1.2.1</b> Commission yearly status review every year on equal opportunities in education for girls, boys, children with disabilities and other marginalized groups, which will aim to enhance the MBSSE understanding of marginalized children and their schooling experiences and inform the implementation approach of the Radical Inclusion policy						<b>Lead:</b> MBSSE  <b>Support:</b> MTHE	<b>Implementing partners:</b> EWI, Fab Inc.  <b>Development partners:</b> FCDO  <b>Local actors:</b>
	<b>1.2.2</b> Review the Persons with Disabilities Act 2011, including progress against Section 16							

**POLICY STATEMENT 4 - Strategy 1: National and Regional Structures and Strategies are Put in Place to Support the Rollout of the Radical Inclusion Policy**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<p><b>1.2.3</b> Review school approvals and allocation policy to ensure schools are distributed evenly and new schools are built in underserved areas</p>							
	<p><b>1.2.4</b> Review and update existing provisions that aim to provide tailored support to people with disabilities on leaving education and work to ensure higher education, skills training, and employment are accessible to all</p>							

**STRATEGY 2: STRUCTURES, PLANS AND SCHEMES WILL BE PUT IN PLACE TO SUPPORT RADICAL INCLUSION IN SCHOOLS, AMONG TEACHERS AND OTHER EDUCATION PROFESSIONALS, AND WITHIN COMMUNITIES**

<p><b>2.1</b> Review and update the secondary curriculum to ensure that it is accessible and appropriate for learners of all needs and abilities</p>	<p><b>2.1.1</b> Conduct a curriculum review in consultation with school principals, inspectors, and teachers, and if possible, also with parents of affected children and academic staff involved in teacher training, of affected children and academic staff involved in teacher training, and roll out revised curriculum</p>						<p><b>Lead:</b> MBSSE</p>	<p><b>Implementing partners:</b> International Rescue Committee, Leh Wi Lan</p> <p><b>Development partners:</b> FCDO</p> <p><b>Local actors:</b></p> <p><b>Other actors:</b> Organizations of Persons with Disabilities</p>
--	--	--	--	--	--	--	-------------------------------	---

**POLICY STATEMENT 4 - Strategy 2: Structures, Plans and Schemes will be put in Place to Support Radical Inclusion in Schools, among Teachers and Other Education Professionals, and within Communities**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<p><b>2.2</b> Review and update the primary curriculum</p>	<p><b>2.2.1</b> Conduct a review of the primary curriculum and update it to include new subjects such as civic education, early childhood education and inclusive education</p>						<p><b>Lead:</b> MBSSE</p> <p><b>Support:</b> NaCCED</p>	<p><b>Implementing partners:</b> FREE Project partners</p> <p><b>Development partners:</b> European Union, FCDO, Irish Aid, World Bank</p> <p><b>Local actors:</b></p>
<p><b>2.3</b> Develop a braille curriculum for STEM subjects</p>	<p><b>2.3.1</b> Develop a braille curriculum for mathematics, physics, and chemistry</p>						<p><b>Lead:</b> MBSSE</p>	<p><b>Implementing partners:</b></p> <p><b>Development partners:</b></p> <p><b>Local actors:</b></p>
<p><b>2.4</b> Support is provided to libraries in rural areas</p>	<p><b>2.4.1</b> Provide and support libraries in rural areas including mobile and smaller school libraries</p>						<p><b>Lead:</b> MBSSE</p>	<p><b>Implementing partners:</b></p> <p><b>Development partners:</b></p> <p><b>Local actors:</b></p>

**POLICY STATEMENT 4 - Strategy 2: Structures, Plans and Schemes will be put in Place to Support Radical Inclusion in Schools, among Teachers and Other Education Professionals, and within Communities**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<p><b>2.5</b> Plans and schemes are put in place to support professional development on inclusion for education officers</p>	<p><b>2.5.1</b> Provide opportunities for professional development for education officers, inspectors, and administrators on inclusion, who will raise awareness and help to embed inclusion across the system</p>						<p><b>Lead:</b> MBSSE</p>	<p><b>Implementing partners:</b></p> <p><b>Development partners:</b></p> <p><b>Local actors:</b></p>
<p><b>2.6</b> Determine the viability and possible plans to develop a cohort of trainers on inclusion</p>	<p><b>2.6.1</b> Review the financial viability of developing a cohort of trainers with expertise in disability and the promotion of inclusive education, who would work to provide continuing professional development and advice to schools, as well as facilitate workshops for parents</p>						<p><b>Lead:</b> MBSSE</p>	<p><b>Implementing partners:</b></p> <p><b>Development partners:</b></p> <p><b>Local actors:</b></p>



**POLICY STATEMENT 4 - Strategy 3: The Radical Inclusion Implementation is Appropriately Monitored and its Effectiveness Measured**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
<b>STRATEGY 3: THE RADICAL INCLUSION IMPLEMENTATION IS APPROPRIATELY MONITORED AND ITS EFFECTIVENESS MEASURED</b>								
<p><b>3.1</b> Structures and plans are put in place to ensure that the implementation of the Radical Inclusion policy is evidence-based</p>	<p><b>3.1.1</b> Undertake baseline study that captures data for marginalized children, for instance on enrolment and learning, to measure the effectiveness of the Radical Inclusion policy</p>						<p><b>Lead:</b> MBSSE</p> <p><b>Support:</b> TSC</p>	<p><b>Implementing partners:</b> CGA Technologies, EdTech Hub, FREE Project partners</p> <p><b>Development partners:</b> European Union, FCDO, Irish Aid, World Bank</p> <p><b>Local actors:</b></p>
	<p><b>3.1.2</b> Develop a monitoring and evaluation framework to ensure that the effectiveness of this policy is measured</p>							
	<p><b>3.1.3</b> Develop comprehensive and coordinated robust data collection and analysis process to ensure that the Radical Inclusion policy is evidenced-based</p>							

**POLICY STATEMENT 4 - Strategy 3: The Radical Inclusion Implementation is Appropriately Monitored and its Effectiveness Measured**

Intervention Strand	Activities	Years					MDAs Responsible	Partners
		1	2	3	4	5		
	<p><b>3.1.4</b> Develop a format for schools to report on the implementation of this policy informed by data collected, which will be included in the TEIL</p>							
	<p><b>3.1.5</b> Produce and disseminate an annual summation of key data such as the number of pregnant girls in schools and taking exams, number of learners with disabilities, number of interventions and welfare packages for girls and other targeted beneficiaries at schools and communities, etc.</p>							
	<p><b>3.1.6</b> Establish a monitoring committee to review progress against policy goals and objectives annually</p>							
	<p><b>3.1.7</b> Routinely publish a Basic and Secondary Education Monitoring Report that will include dedicated analyses on the Radical Inclusion policy provisions</p>							
	<p><b>3.1.8</b> Review Annual School Census procedures to ensure capture of enrolment and other data by NFE Centers and other NFE providers</p>						<p><b>Lead:</b> MBSSE</p> <p><b>Implementing partners:</b> EdTech Hub, Fab Inc.</p> <p><b>Development partners:</b> FCDO</p> <p><b>Local actors:</b></p>	

# 03

## GOVERNANCE AND COORDINATION ARRANGEMENTS

### 3.1 GOVERNANCE AND COORDINATION STRUCTURES

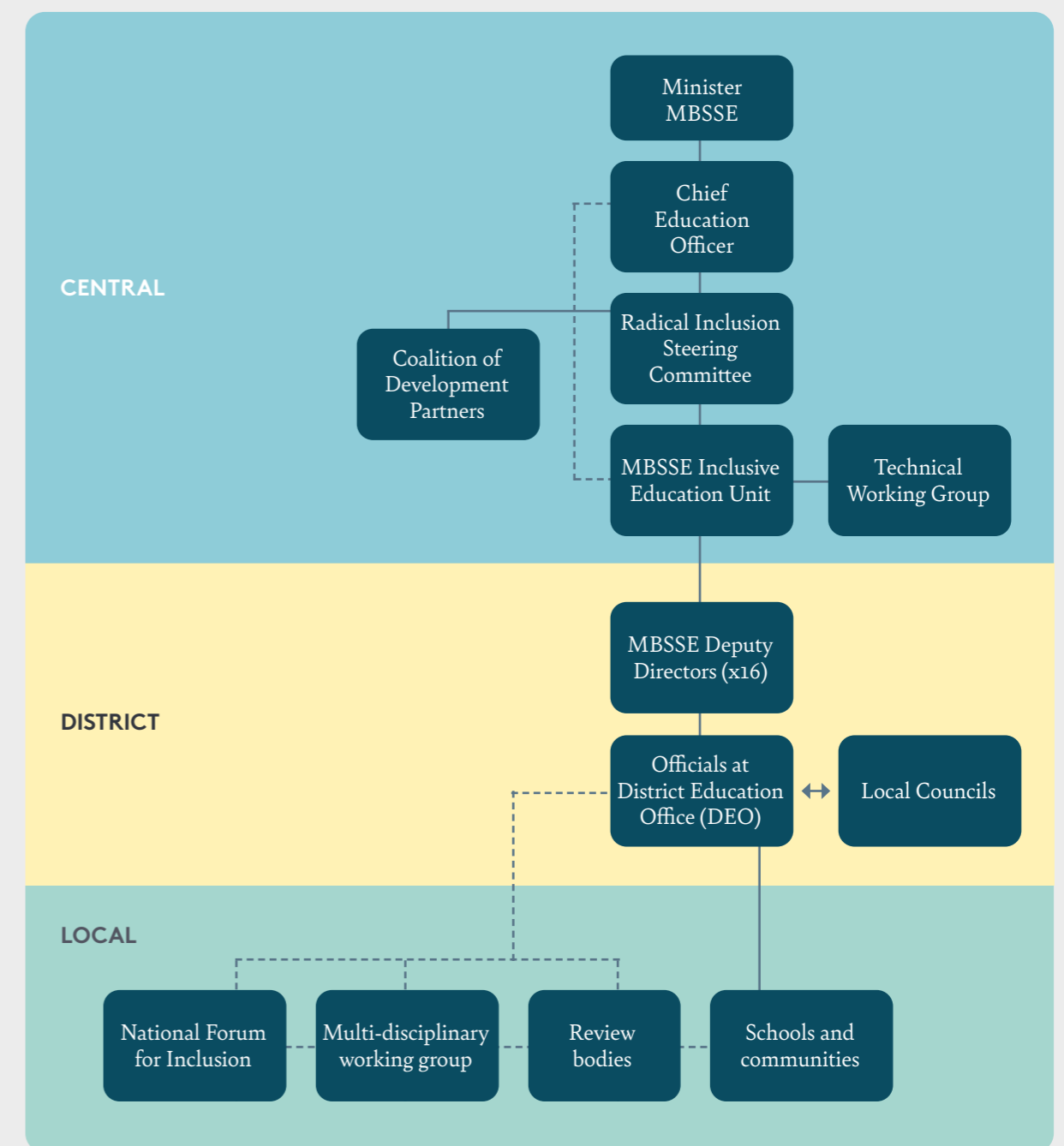
Well-defined governance and coordination structures are essential for successful policy implementation; this is especially important in the Sierra Leone context where education service delivery is devolved, and implementation responsibilities are spread across multiple MDAs and various collaborating/supporting partners.

This section proposes governance and coordination arrangements for key stakeholders at the central, district, and local levels in Sierra Leone, with an emphasis on creating an adequately resourced MBSSE. The governance arrangements have been adapted from the original proposals made in section 4 of the Radical Inclusion policy following further stakeholder consultation. Annex 3 provides an overview of the governance arrangement as outlined in the policy and Annex 4 summarises the changes made to the actors involved in each structure proposed in the policy.

Figure 3 illustrates the governance and coordination structures required to implement the policy. Stakeholders who play a role in policy implementation have been organized between the central, district, and local levels. Local actors are expected to be involved throughout implementation and to coordinate with the relevant actors at the different levels. Further clarity on the structures and roles and responsibilities of different actors in the system will be achieved during early implementation.

To the extent possible, all governance structures should be adapted to ensure that they are accessible to persons with disabilities, this includes ensuring that all meetings and documents are inclusive.

FIGURE 3: Organogram of implementation governance arrangements



### 3.2 CENTRAL LEVEL GOVERNANCE STRUCTURES

The MBSSE is responsible for the implementation of the Radical Inclusion policy and will work in partnership with MDAs and actors in the education sector to ensure a multipronged approach. The central level governance structures outlined below aim to provide a framework for the overall management and coordination of policy implementation. Responsibilities for policy implementation will be shared across four entities: the Radical Inclusion Steering Committee, the Inclusive Education Unit, supported by a district coordination mechanism, a Coalition of Development Partners and a Technical Working Group. To ensure overall accountability and ownership of policy implementation, the Radical Inclusion Steering Committee will report directly to the Chief Education Officer (CEO) who reports to the Minister of Basic and Senior Secondary Education. The purpose, objectives, leadership, and membership of each group are outlined in Table 3 below.

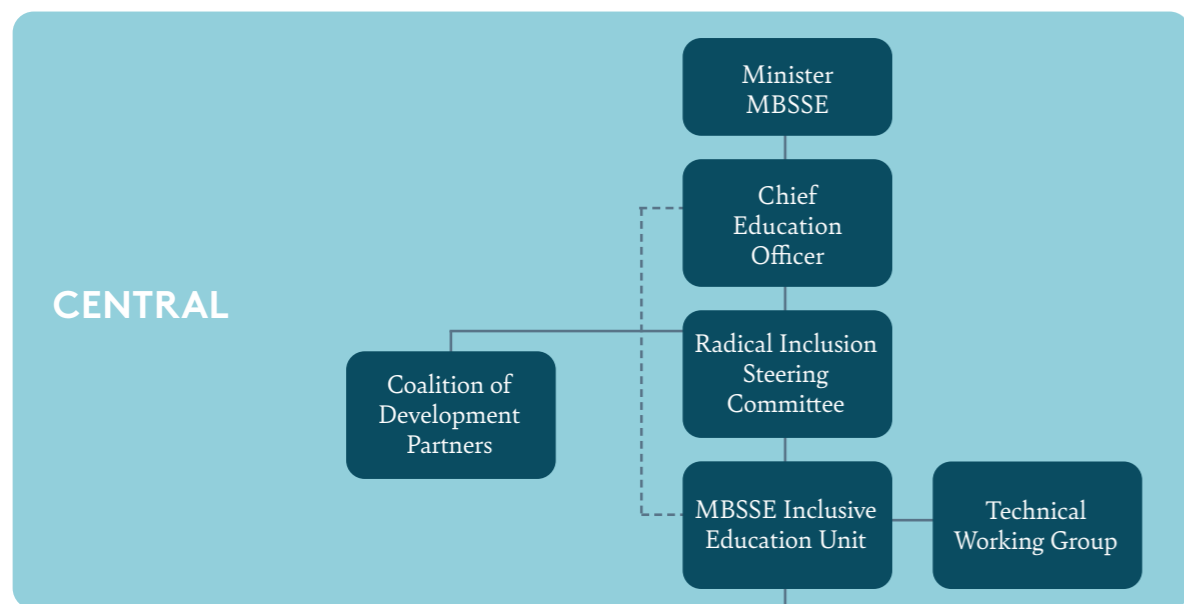


TABLE 3: Central Level Governance Structures

Governance structure	Purpose and objective	Leadership and membership
<b>Radical Inclusion Steering Committee</b>	<ul style="list-style-type: none"> <li>• Ultimate oversight, leadership and decision making of Radical Inclusion policy implementation</li> <li>• Sets the strategic direction of implementation</li> <li>• Key decision-making group</li> <li>• Inter-ministerial coordination</li> <li>• Coordination with development partners</li> </ul>	<p><b>Lead and chair:</b> MBSSE (Director of Planning and Policy, Director of Programs and Services and Director of School Quality Assurance and Resource Management) reporting to the Chief Education Officer (CEO) and Minister of Basic and Senior Secondary Education.</p> <p><b>Members:</b> Each of the following MDAs and units to appoint a representative with decision making power to attend regular steering committee meetings: MLGRD; MoGCA; MoSW, MoHS; MoY; MTHE; MoPED; TSC; MoF; MoW; MIC; MoTA; TTIs, Sierra Leone Road Safety Authorities; National Commission for Children; National School Feeding Secretariat; NSRTP; NASSIT<sup>2</sup>.</p>

2. Membership within the Radical Inclusion Steering Committee is comprised only of government representatives to ensure full government ownership of the process and focused discussions among government about priorities and objectives. Local actors, development and implementing partners will be represented in other groups that feed upwards into the Radical Inclusion Steering Committee to ensure a coordinated approach.

Governance structure	Purpose and objective	Leadership and membership
<b>Inclusive Education Unit (IEU)</b>	<p>The Inclusive Education Unit (IEU) will be divided into two branches responsible for different functions. Both branches of the IEU will need to be adequately resourced.</p> <p>A) The first branch of the IEU will:</p> <ul style="list-style-type: none"> <li>• Upholds the vision set by the Radical Inclusion Steering Committee</li> <li>• Cascades actions and priorities down to the district level for implementation</li> <li>• Coordinate policy implementation between central and district level</li> <li>• Coordinates yearly review of implementation workplans</li> <li>• Responsible for monitoring and evaluation</li> <li>• Convene the Technical Working Group</li> </ul> <p>B) The second branch will serve as the district coordination mechanism and will:</p> <ul style="list-style-type: none"> <li>• District level point of contact</li> <li>• Ensure shared understanding across central and district levels to ensure a coordinated approach to policy implementation</li> <li>• Coordinate with local actors</li> </ul>	<p>A) Inclusive Education Unit</p> <ul style="list-style-type: none"> <li>• The MBSSE’s existing Gender Unit and Special Education Unit (that report to the MBSSE’s Directorate of Programs and Services) will be merged and brought together under a single Inclusive Education Unit</li> <li>• The IEU will need to be highly resourced by MBSSE staff to deliver its mandate, this will involve recruiting additional MBSSE staff</li> </ul> <p>B) District coordination mechanism</p> <ul style="list-style-type: none"> <li>• MBSSE staff reporting to Director of Programs and Services and Director of Planning and Policy</li> <li>• Collaborate with the Directorate of School Quality Assurance and Resource Management (SQARM) in the short-term – as this is the only MBSSE Directorate with a vertical reporting line to the districts – with the ambition of resourcing district inclusion officers in the longer-term</li> </ul>
<b>Coalition of Development Partners</b>	<ul style="list-style-type: none"> <li>• Coordination between the MBSSE and development partners on the strategic vision for policy implementation</li> <li>• Provide financial and technical support for policy implementation</li> <li>• Development partner coordination on technical and financial support to ensure an optimal utilization of available resources</li> </ul>	<ul style="list-style-type: none"> <li>• An MBSSE representative to drive collaboration and ensure information sharing between the Steering Committee and development partners.</li> <li>• Development partner representatives supporting relevant work on radical inclusion</li> </ul>
<b>Technical Working Group</b>	<ul style="list-style-type: none"> <li>• The Technical Working Group should be convened by the MBSSE’s Inclusive Education Unit</li> <li>• Its purpose is to be an all-inclusive platform for all key stakeholders working on radical inclusion in Sierra Leone</li> <li>• Agencies at the national level will share implementation plans, progress, common challenges and lessons learned.</li> <li>• Provide a platform for key stakeholders to surface advocacy issues requiring government attention to improve work on inclusive education</li> <li>• Make recommendations on improvements and operationalization of policies and guidelines related to inclusive education to the Inclusive Education Unit</li> </ul>	<p>Lead: MBSSE’s Inclusive Education Unit</p> <p>Membership: Civil Society Organizations, including both local and national NGOs, and national Organizations of Persons with Disabilities.</p>

### 3.3 DISTRICT LEVEL GOVERNANCE STRUCTURES

Coordination at the district level is highly resource-constrained. In the long term, the MBSSE will need to consider ways of increasing human resources in the districts for sustainable policy implementation. The eventual aim is for district structures to mirror central structures and for there to be a dedicated point of contact to improve cross-level coordination and coherency of roles and responsibilities. Due to these resource constraints, further clarity on the structures, roles and responsibilities and funds to resource different actors at the district level will be achieved during early implementation.

In the immediate, the district coordination mechanisms proposed in this section reflect existing structures, roles, and reporting lines at the district level. In practice, this means that the MBSSE’s District Education Offices (DEOs) and MLGRD’s Local Councils will lead district-level implementation, working closely with the MBSSE Deputy Directors (DDs) and overseeing the work of local actors and supporting schools and school leaders. The purpose, objectives, leadership, and membership of each group are outlined in table 4 opposite.

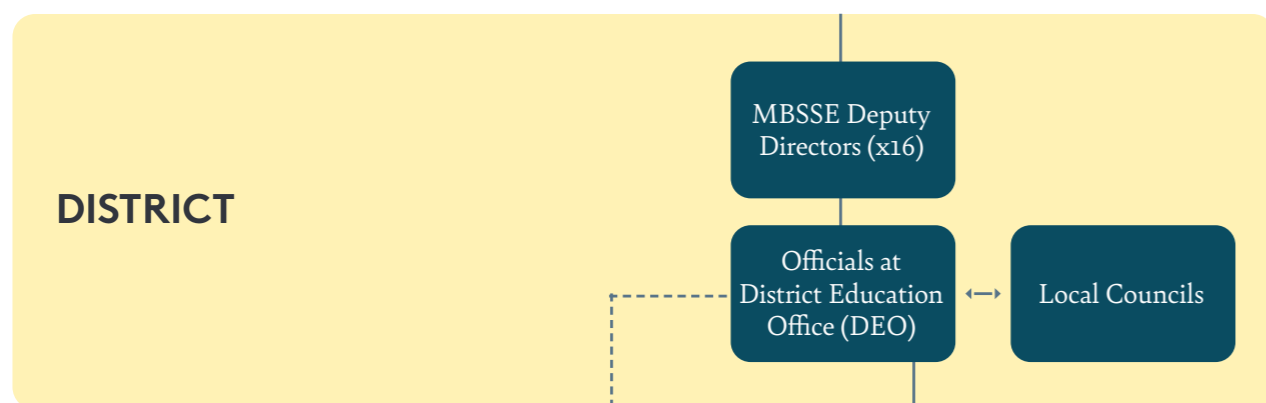


TABLE 4: District Level Governance Structure

Governance structure	Purpose and objective	Leadership and membership
<b>Deputy Directors</b>	<ul style="list-style-type: none"> <li>Oversee policy implementation at district and local levels</li> <li>Coordinate local actors’ inputs on policy implementation</li> <li>Report to the IEU district coordination team at MBSSE central.</li> <li>Support monitoring and evaluation processes</li> <li>Assign existing staff within the DEO to support policy implementation, as needed</li> </ul>	<ul style="list-style-type: none"> <li>There are 18 Deputy Directors (DDs) in Sierra Leone: one for each of the 16 districts and two DDs at the MBSSE HQ.</li> <li>All DDs report to the MBSSE’s Director of Quality Assurance and Resource Management.</li> </ul>
<b>Officials at DEO</b>	<ul style="list-style-type: none"> <li>Support policy implementation across the districts</li> <li>Support school leaders to develop and embed relevant implementation activities in school development plans</li> <li>Coordinate with local council officials on implementation activities</li> </ul>	<ul style="list-style-type: none"> <li>The existing gender/special education desks within the DEOs are staffed by focal persons including Inspectors, Supervisors, and/or retired senior teachers who volunteer with the MBSSE and are asked to serve in such capacities by the DDs as the need arises</li> </ul>
<b>Local Councils</b>	<ul style="list-style-type: none"> <li>Support multi-sectoral coordination by coordinating and regulating the activities of devolved MDAs.</li> <li>Ensure that implementation is appropriately resourced</li> <li>Vet MDAs’ annual costed workplans to ensure no duplication of resources</li> <li>Ensure that MDAs, as part of the yearly budgetary approval processes, include specific components of radical inclusion implementation in their workplans</li> <li>Coordinate with officials at the DEO on implementation activities</li> </ul>	<ul style="list-style-type: none"> <li>Local Councils, including Chief Administrative Officers</li> </ul>

### 3.4 LOCAL ACTORS

Three structures will support policy implementation at the local level: the National Forum for Inclusion, a multi-disciplinary working group; and regional review bodies. These structures will be composed of local actors, including community representatives, representatives and advocates from the policy's target groups, parents, school leaders, and NGOs. Local actors will work closely with district-level entities to ensure coordination across all levels of the system. To a large extent, there is wide acknowledgement that local actors are already engaging in the roll out of Radical Inclusion in their communities, and so the purpose of these structures is to further streamline activities and coordinate ongoing efforts. The purpose, objectives, leadership, and membership of each group are outlined in table 5 opposite.

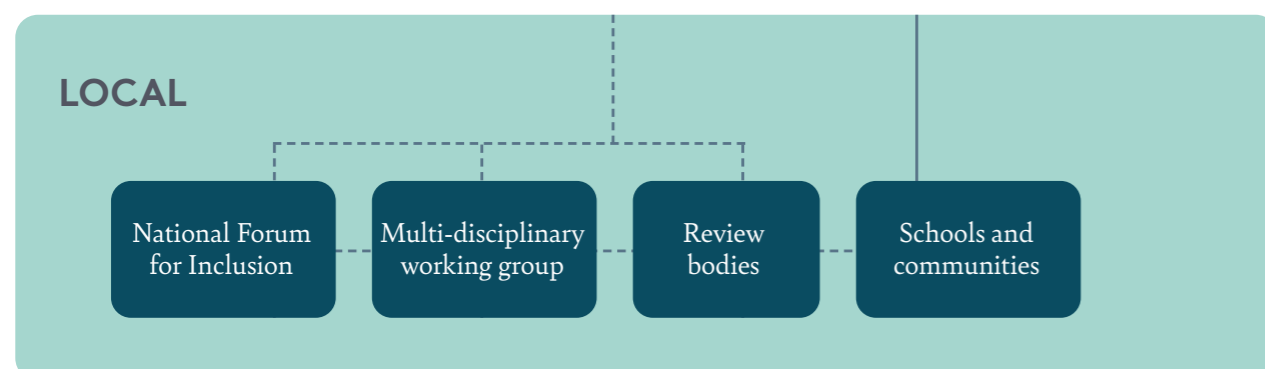


TABLE 5: Local Level Governance Structures

Governance structure	Purpose and objective	Leadership and membership
<b>National Forum for Inclusion</b>	<ul style="list-style-type: none"> <li>Ensures communities are aware and promote Radical Inclusion.</li> <li>Provides a platform to receive feedback from communities on their experience, the policy, its impact and persisting challenges in order to inform further iteration to implementation approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Students with disabilities and their parents</li> <li>Non-Governmental Organizations (NGOs) working with people with disabilities</li> <li>Advocates for girls' education, and other marginalized groups</li> <li>Representatives from every region, and the National Commission for Persons with Disability</li> </ul>
<b>Multi-disciplinary working group</b>	<ul style="list-style-type: none"> <li>Liaises with District so there is a shared understanding of prioritization.</li> <li>Supports the implementation of activities and shares data collected through their own monitoring to help inform the yearly review of implementation workplans.</li> </ul>	<ul style="list-style-type: none"> <li>Representation from persons with disabilities</li> <li>Advocates for the education of girls</li> <li>Advocates for children living in poverty, and other marginalized children</li> </ul>
<b>Review bodies</b>	<ul style="list-style-type: none"> <li>An M&amp;E group at the local level working with the district level to share comprehensive data and recommendations on the next steps for policy implementation.</li> </ul>	Representation from: <ul style="list-style-type: none"> <li>girls</li> <li>pregnant and parent learners</li> <li>students with disabilities</li> <li>parents of children with disabilities</li> <li>children and parents from low-income backgrounds</li> <li>those living in rural remote areas</li> <li>local community representatives; district or local council representatives' education officials</li> <li>members of the therapeutic professions</li> </ul>

### 3.5 GOVERNANCE STRUCTURE WORKPLANS

Policy implementation is initially scheduled to take place over five years, with year 1 commencing in 2021. In years 1-2, the focus will be on operationalizing and resourcing the governance structures outlined above by developing detailed terms of reference that formalize the composition, roles and responsibilities, reporting lines and ways of working. High-level workplans with suggested next steps for each structure in year 1 are provided in Annex 5. The workplans will need to be further refined and expanded during year 1 of implementation.

# 04

## MONITORING, EVALUATION, AND LEARNING

Monitoring, Evaluation, and Learning (MEL) plays a critical role in policy implementation. Through regular data collection and review, the MBSSE and their implementing partners at all levels will be equipped to identify the most valuable and efficient use of resources, which will inform strategic planning and decision-making, the (re)allocation of resources, and the iteration and improvement of implementation strategies.

The purpose of this section is to assess policy implementation (fidelity) and its impact. It is also to outline how the MBSSE can achieve this and the proposed next steps. The approach to MEL in this section is intended to assess the impact of the policy per the goals of the policy and the pre-requisites for inclusion therein.

The Radical Inclusion policy has **overall policy goals**:

1. Increasing inclusion for all learners, especially for four marginalized groups of children:
  - A. Pregnant girls and parent learners
  - B. Children with disabilities
  - C. Children from rural and underserved areas
  - D. Children from low-income families.
2. Reducing the infrastructural and systemic policies and practices that limit learning for these children.
3. Increasing education stakeholders' ability to ensure that all students have access to an inclusive and positive schooling experience.

Reaching the overall policy goals will require the achievement of certain **pre-requisites for inclusion**, which are summed up in the policy's four overarching policy statements:

1. Create an inclusive learning environment
2. Target support for vulnerable learners
3. Engage families and communities
4. An enabling policy environment

### 4.1. MEL APPROACH

The MEL of policy implementation asks two overarching questions:

- Is the policy being implemented as intended?
- What is the impact of policy implementation?

The first question guides MEL of the **fidelity of implementation** and is explored in section 4.2. As set out in the implementation workplans (see section 2), the implementation of the Radical Inclusion policy will involve work at multiple levels. The policy is divided into 4 policy statements, each of which includes several strategies. Each strategy will be implemented via multiple intervention strands and their component activities. MEL will be used to look at the fidelity of implementation of activities, intervention strands, and strategies.

The second question drives MEL of **impact** and is the focus of section 4.3. It spans all measurement of the effects of the policy on the inclusion of marginalized groups, from the short-term impact of a single activity to the overall impact achieved during the first five years of policy implementation.

The key questions that will guide MEL of the fidelity of implementation and MEL of impact are set out in table 6 overleaf, for each level of policy implementation. Note that the MEL Approach is only concerned with fidelity of implementation at the lower levels (activities, intervention strands and strategies), which aligns with the detail provided in the implementation workplans. All levels, including the higher levels (policy statements and the overall policy) are important for MEL of impact.

**TABLE 6:** Key questions to guide MEL fidelity of implementation and impact

Implementation	MEL of the fidelity of implementation	MEL of impact
Activities are delivered, as set out in the implementation workplans	<p><u>For each activity:</u></p> <ul style="list-style-type: none"> <li>• Was the activity implemented as intended?</li> <li>• What changes/iterations were made during implementation, and why?</li> <li>• Did the activity produce the planned <b>output(s)</b>?</li> </ul>	<p><u>For each activity:</u></p> <ul style="list-style-type: none"> <li>• Did the activity produce the expected <b>direct outcome(s)</b>?</li> <li>• Did the activity produce any unintended effects?</li> </ul>
A group of related activities makes up an <b>intervention strand</b>	<p><u>For each intervention strand:</u></p> <ul style="list-style-type: none"> <li>• Was the intervention strand implemented as intended?</li> <li>• What changes/iterations were made during implementation, and why?</li> <li>• How did the various activities in this intervention strand work together?</li> </ul>	<p><u>For each intervention strand:</u></p> <ul style="list-style-type: none"> <li>• What change was seen in the intermediate outcome(s)?</li> <li>• Did this intervention strand produce any unintended effects?</li> </ul>
Several intervention strands contribute to a <b>strategy</b>	<p><u>For each strategy:</u></p> <ul style="list-style-type: none"> <li>• Was the strategy implemented as intended?</li> <li>• What changes/iterations were made during implementation, and why?</li> <li>• How did the various intervention strands in this strategy work together?</li> </ul>	<p><u>For each strategy:</u></p> <ul style="list-style-type: none"> <li>• To what extent was the strategic goal achieved?</li> <li>• Did this strategy produce any unintended effects?</li> </ul>
Multiple strategies feed into each <b>policy statement</b>	N/A	<p><u>For each policy statement:</u></p> <ul style="list-style-type: none"> <li>• To what extent was the <b>pre-requisite for inclusion</b> described by the policy statement achieved?</li> <li>• Which strategies, intervention strands and activities contributed more/less to this impact?</li> </ul>
The 4 policy statements form the Radical Inclusion policy	N/A	<p>For the overall policy:</p> <ul style="list-style-type: none"> <li>• To what extent were the overall policy goals achieved?</li> <li>• Which policy statements contributed more/less to this impact?</li> </ul>

## 4.2. MEL OF THE FIDELITY OF IMPLEMENTATION

Implementation starts with activities (as described in the implementation workplans), thus the focus of this section is on MEL of the fidelity of activity implementation. Year 1 receives the most attention because (i) several MEL processes will be set up during year 1, and (ii) several activities implemented in year 1 will inform decisions about activities to be implemented in subsequent years. Steps are also set out to create longer-term MEL processes for continuing to assess fidelity of implementation in subsequent years, so that MEL data collection and review becomes routine in years 2-5, when more attention will be given to the intervention strand and strategy levels of implementation.

### ACTIVITIES

As noted in Section 2, the activities listed in the workplans are not an exhaustive list and may change during the five years of implementation. For this reason, this section sets out general guidance that can be applied to MEL of the fidelity of implementation of any activity.

It will be the responsibility of the MDA responsible for each activity to work with their implementing partners, through the Inclusive Education Unit and district level structures, to ensure data is collected to assess the fidelity of implementation. Templates will be provided to support the planning, collection and reporting of data on the implementation of each activity.

**MONITORING:** Each activity will collect data relating to monitoring questions at regular time intervals during implementation (e.g., monthly, quarterly).

**EVALUATION:** At the end of each year, there will be a review of implementation structured around a set of evaluation questions.

**LEARNING:** Monitoring and evaluation exercises will also use a set of learning questions to encourage reflection and iteration in future implementation.

These three categories of questions are set out in table 7 overleaf and will apply to any and all activities.



**TABLE 7:** Categories of questions for MEL

Monitoring fidelity of implementation (e.g., monthly, quarterly)	Evaluating fidelity of implementation (end of year review)
Is the implementation of this activity on track with the planned timeline?	Was the activity delivered on time?
Are all MDAs and partners playing their planned role in the implementation of this activity?	Did the intended MDAs and partners deliver the activity?
Does the quality of the activity being implemented meet expectations?	Did the activity meet quality expectations?
Is this activity on track to produce the intended output(s)?	What output(s) were produced?

Learning from fidelity of implementation (in combination with MEL questions)
What has changed from the original implementation plan?
Why were changes made to the original implementation plan?
Going forward, should any changes be made to how this activity is being implemented?

**INTERVENTION STRANDS**

Each intervention strand is made up of several activities, thus in order to assess the fidelity of implementation of the intervention strand, MEL data is needed on the implementation of the activities therein. The activity-level data will be collected as described above, then collated and analyzed through a wider-angle lens that looks at the intervention strand as a whole.

Beyond determining whether the intervention strand was implemented as intended (and if not, why not), analysis at the level of the intervention strand will reveal how the activities worked together, whether in an additive, synergistic or conflicting way. It also presents an

additional learning opportunity: to identify learning that is relevant to other activities, facilitate sharing and collaboration between implementing agencies, and use the experience of implementing one activity to improve the implementation of other activities.

**STRATEGIES**

Similarly, each implementation strategy comprises several intervention strands, thus assessing the fidelity of strategy implementation requires MEL data on the implementation of the intervention strands and activities that make up the strategy. Here, another layer will be added to the analysis that looks at the strategy as a whole and examines how the various intervention strands worked together – additively, synergistically, antagonistically.

Here, the learning opportunity is to share and apply experience between intervention strands that are tackling the same strategy.

**4.3. MEL OF IMPACT**

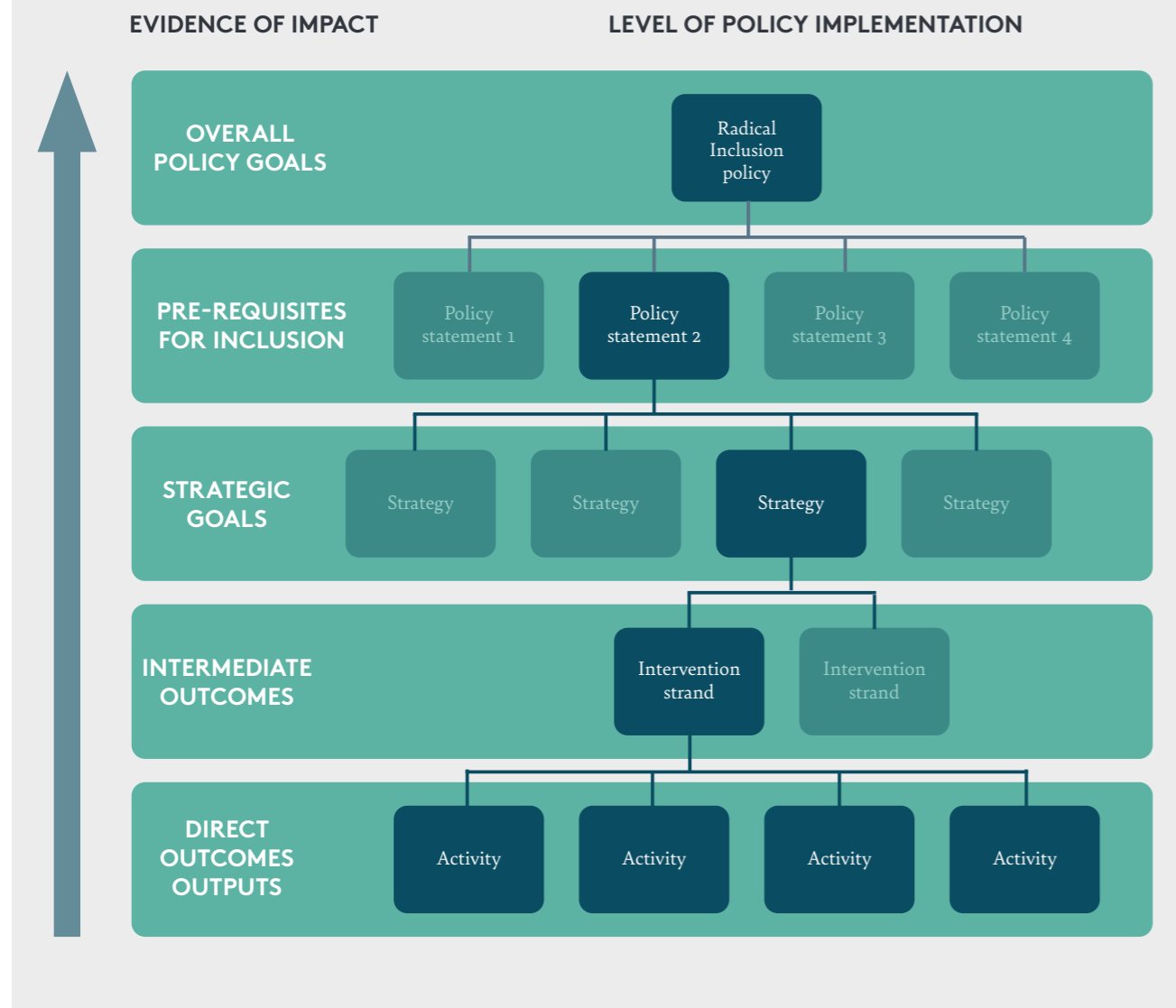
This section sets out a plan for how to monitor and evaluate the impact of the Radical Inclusion policy. In other words, how to determine the contribution of the activities implemented under the policy mandate to improvements in the inclusion of marginalized groups of children in education.

Implementation of the Radical Inclusion policy will involve several parallel and interlinking lines of work, performed by many actors, in the context of a complex system. Many different strands must work together in order to achieve the impact that the policy is aiming for. The impact measurement plan must take this complexity into account, and for this reason the MEL of policy impact is rooted in a theory of change-based approach.

First, a high-level theory of change for the Radical Inclusion policy is presented to provide grounding, followed by a MEL approach to demonstrate the policy’s impact.

**A THEORY OF CHANGE FOR THE RADICAL INCLUSION POLICY**

The following narrative describes a high-level theory of change, working backwards from the overall policy, through its component policy statements to the implementation of strategies, intervention strands and activities. Of course, implementation begins with activities and progresses forwards as multiple coordinated activities contribute to intervention strands, which in turn contribute to strategies. The visual below represents this pyramid of policy implementation, demonstrating how evidence of impact will be built up from the direct outcomes of activities to the achievement of the overall policy goals.

**FIGURE 4:** Pyramid of policy implementation

Within each policy statement, several strategies have been identified that will contribute to achieving that policy statement. Each strategy is phrased as a strategic goal, and all implementation is geared towards achieving a **strategic goal**.

The implementation workplans outline the set of intervention strands that will contribute to each strategy (see Section 2). Each intervention strand will be monitored and evaluated in terms of progress against specific **intermediate outcomes**.

Finally, each intervention strand is comprised of several activities. Every activity will define its success criteria in terms of the expected **output(s)** (the tangible products of the activity, e.g., published documents such as guidelines or tools, events such as training workshops) and **direct outcome(s)** (the immediate effects of the activity, e.g., improved accessibility in school buildings, increased teacher knowledge of inclusion practices).

In summary, the implementation of activities produces outputs and direct outcomes. The combined effect of the outputs and direct outcomes of several activities in an intervention strand leads to intermediate outcomes, and those intermediate outcomes contribute to achieving a strategic goal. Reaching several strategic goals will bring about the prerequisites for inclusion described in the 4 policy statements, and when these prerequisites are met, the overall policy goals of Radical Inclusion can be realized.

### MEASURING IMPACT OF THE RADICAL INCLUSION POLICY

A key activity in Year 1 is to commission an independent research firm to conduct a baseline study, which will define a set of quantitative and qualitative indicators for the overall policy goals (building upon the preliminary indicators set out in the framework below) and establish the current (Year 1) levels of those indicators. Baseline data will be collated from a desk review of existing data from various sources, supplemented with primary data collection. The study will also lay the foundation for collecting data on the same indicators in subsequent years, allowing MEL to progress against annual targets and provide a readout of overall policy impact.

However, social change takes time so it is unlikely that the needle will move dramatically on the indicators for the overall policy goals during the first few years. As described in the theory of change, there are many intermediate steps between the implementation of activities and the overall policy goals being achieved. For this reason, annual MEL overall policy impact will be accompanied by activities, intervention strands and strategies within each policy statement, which is explored in more detail in the following sections.

After the first 5 years of policy implementation, there will be a policy review which will include the commissioning of an independent impact evaluation to examine (i) the improvements in inclusion that can be directly attributed to activities, intervention strands or strategies implemented as part of the Radical Inclusion policy, and (ii) the contribution of the Radical Inclusion policy to wider changes in the inclusion of marginalized groups in education.

The table overleaf provides an example of the type of indicators that will need to be collected to assess progress towards the overall policy goals. The MBSSE will need to refine these indicators, particularly to ensure that they are aligned with the indicators agreed for the baseline study.

**TABLE 8:** Example indicators to assess progress towards the overall policy goals

Overall policy goals	Indicators	Baseline		Targets			Data collection plan	MDAs responsible
		Y1	Y2	Y3	Y4	Y5		
Increased inclusion of all learners in education, but specifically learners from 4 marginalized groups: - Pregnant girls & parent learners - Children with disabilities - Children from rural & underserved areas - Children from low-income families  1.2 Strategies and policies will be put in place to ensure that the radical inclusion policy is enacted	Enrolment rates disaggregated by group	TBD					Annual school census; SQAQO visits; TSC Officers	Directorate for Policy & Planning; Directorate of School Quality Assurance and Resource Management; Delivery Unit; TSC District Offices
	Attendance rates disaggregated by group	TBD					Situation Room monthly SMS-based poll; SQAQO visits; 'One tablet per school' system	Situation Room; Directorate of School Quality Assurance and Resource Management; Delivery Unit
	Retention rates disaggregated by group	TBD						
	Examination rates (NPSE, BECE, WASSCE) disaggregated by group	TBD					Existing annual process reviewed to ensure collection of disaggregated data for each marginalized group.	Situation Room AND Basic Education Secretariat

Overall policy goals	Indicators	Baseline		Targets			Data collection plan	MDAs responsible
		Y1	Y2	Y3	Y4	Y5		
Reduction in the infrastructural and systemic policies and practices that limit learning	Indicators TBD during baseline study	TBD						
Increase in education stakeholders' ability to ensure that all students have access to an inclusive and positive schooling experience	Indicators TBD during baseline study	TBD						

**MEASURING IMPACT BY POLICY STATEMENT**

The policy statements break down the overall policy goals into four crosscutting sub-goals, which can also be considered pre-requisites for inclusion. In other words, progress would have to be made toward all four policy statements in order to move the needle on the indicators of policy impact. The following results frameworks provide a high-level roadmap of the anticipated progress in each policy statement for Year 1 of policy implementation, by listing key milestone indicators that have been decided based on the MBSSE's key priority areas. The MBSSE will develop the milestone indicators for subsequent years once their workplans have been approved.

## YEAR 1 (2021-2022) MILESTONES INDICATORS

Policy Statement	Milestone	Milestone indicator	Data source
1. Create Inclusive Learning Environments	<ul style="list-style-type: none"> <li>Radical Inclusion Policy is printed and distributed</li> <li>Sensitization workshops at the central and district level for all relevant stakeholders are undertaken</li> <li>Non-Formal Education Policy is developed</li> <li>Module on diversity and inclusion is developed and integrated into the National Teacher Training curriculum</li> </ul>	<ul style="list-style-type: none"> <li>RI dissemination plan is completed, validated and implemented in x districts</li> <li># of community stakeholders, parents and caregivers sensitized and trained on the RI policy</li> </ul>	<ul style="list-style-type: none"> <li>NRP is completed, validated and disseminated in x districts</li> <li>Use of School Subsidies guidelines are disseminated in x districts</li> <li>Learning assessment tool is completed, validated and disseminated in x districts</li> <li># of teachers and school leaders trained on how to screen, assess, support and refer individual learners</li> </ul>
2. Target Support for Vulnerable Learners	<ul style="list-style-type: none"> <li>National Referral Protocol is finalized and disseminated</li> <li>Use of School Subsidies guidelines in government and government-assisted schools are rolled out</li> <li>Pilot the 'One Tablet Per School' Program</li> <li>Simple and user-friendly learners' assessment tool is developed</li> <li>Teachers and school leaders are trained on how to screen, assess, support and refer individual learners</li> </ul>	<ul style="list-style-type: none"> <li>Disability Act 2011 is reviewed and disseminated in x districts</li> <li>Baseline study completed and has informed the M&amp;E framework for implementation</li> <li>Implementation governance structures are in place and are functional</li> </ul>	<ul style="list-style-type: none"> <li># of policies printed and distributed</li> <li># of workshops completed at the central and district level</li> <li>NFE policy is completed, validated and disseminated in x districts</li> <li>Module is completed, validated and disseminated in x districts</li> </ul>
3. Engage Families and Communities	<ul style="list-style-type: none"> <li>Radical Inclusion Dissemination Plan is finalized and implemented</li> <li>Community stakeholders, parents and caregivers are sensitized and trained on the Radical Inclusion policy and its provision</li> </ul>	<ul style="list-style-type: none"> <li>Review of the Persons with Disability Act 2011 is completed</li> <li>Baseline study is completed</li> <li>Governance and coordination mechanisms are established</li> <li>Monitoring and evaluation framework is developed to ensure that the effectiveness of this policy is measured</li> </ul>	<ul style="list-style-type: none"> <li>Activity MEL Plans</li> <li>Activity MEL report</li> <li>Annual reviews</li> </ul>

## YEAR 1 (2021-2022) MILESTONES INDICATORS

Policy Statement	Milestone	Milestone indicator	Data source
4. An Enabling Policy Environment	<ul style="list-style-type: none"> <li>Review of the Persons with Disability Act 2011 is completed</li> <li>Baseline study is completed</li> <li>Governance and coordination mechanisms are established</li> <li>Monitoring and evaluation framework is developed to ensure that the effectiveness of this policy is measured</li> </ul>	<ul style="list-style-type: none"> <li>Radical Inclusion Dissemination Plan is finalized and implemented</li> <li>Community stakeholders, parents and caregivers are sensitized and trained on the Radical Inclusion policy and its provision</li> </ul>	

## MEASURING IMPACT BY STRATEGY

During the first 5 years of policy implementation, evidence of impact will be built up through MEL at each level of implementation, as described in the theory of change: from activities to intervention strands, to strategies. The impact achieved at these levels of implementation will in turn contribute to progress with the four policy statements and the overall policy goals, as set out in the preceding sections.

A key activity for year 1 will be for the MBSSE, in consultation with relevant stakeholders, to propose a set of indicators for each policy statements/strategy. Each strategy will be implemented via multiple intervention strands, and each intervention strand, through its component activities, should contribute to the strategic goal and move the needle on one or more of the indicators for that strategy. Regular monitoring of the indicators will allow tracking of progress towards the strategic goal and, if needed, prompt course correction at the level of activities and/or intervention strands.

The indicators developed as part of year 1 should be treated as preliminary and may be adjusted considering the baseline study and activity planning taking place during year 1. Furthermore, the indicators should be reviewed annually in parallel with the development of detailed implementation workplans for years 2-5, to ensure their continued relevance.

A template has been developed to be used to develop the set of indicators for each policy statement/ strategy. The tool is a pair of tables for each strategy including:

- (A) Indicator matrix: This demonstrates the relationships between the intervention strands and the strategy's indicators. The selection of indicators for each policy statement/ strategy should be done in consultation with the MBSSE.
- (B) Data collection plan: This will set out the practicalities of collecting data on each indicator, including its baseline/target level, the partners responsible for data collection and the methodology they will use. Data collection plans should be completed in consultation with the MBSSE, once the indicators are agreed.

**TABLE 9:** Example template to develop the set of indicators for each policy statement/ strategy

POLICY STATEMENT 1: Create Inclusive Learning Environments											
STRATEGY 1: Increase access to quality learning for the learners in the targeted marginalized groups especially in remote and underserved areas											
A) INDICATOR MATRIX							B) DATA COLLECTION PLAN				
		INTERVENTION STRANDS									
		1.1	1.2	1.3	1.4	1.5					
INDICATORS FOR THE PROVISION OF QUALITY LEARNING ENVIRONMENTS		Increase access through the construction/ expansion/ adaptation/ rehabilitation of school buildings/ classrooms guided by school catchment area planning policy	Facilitate the effective deployment of trained and qualified teachers particularly in remote and underserved areas	Support community volunteers to be trained as qualified teachers	Provide accessible transportation to marginalized learners in remote and underserved areas to access schools	Strengthen and expand the provision of non-formal schemes	BASELINE	TARGET	DATA SOURCE/ METHODOLOGY	MDAS RESPONSIBLE	PARTNERS
SCHOOL LEVEL INDICATORS	School buildings/ classrooms meet minimum standards	◆							Annual school census; SQAQO visit		
	Sufficient capacity for all learners in catchment area	◆							Basic Education Secretariat (school intake data)		
	Vacant teacher posts		◆								
	% Teachers without qualifications		◆						Annual school census; Delivery Unit’s ‘one tablet per school’ system; TSC district offices		
	Retention rate for qualified teacher		◆						Delivery Unit’s ‘one tablet per school’ system; Annual school census collects data on a teacher’s years of experience, but not retention at that school		
	Pupil/teacher ratio		◆						Save the Children’s monitoring and evaluation officers (certain districts only)		
	Number of community volunteers in training			◆							

CENTRAL LEVEL INDICATORS	Number of teachers from marginalized groups in training		◆								
	Number of teachers from marginalized groups in service		◆						SQAO visits (teacher gender)		
	Number of qualified teachers who are former community volunteers			◆							
	Level of perception that transport is a barrier to education				◆						
	Uptake rate of transportation offered to marginalized learners				◆						
	Number of NFE centers per district					◆			Directorate of NFE wants to collect this monthly		
	Number of learners accessing NFE centers (disaggregated)					◆			Directorate of NFE wants to collect this monthly		
	Number of teachers in NFE centers					◆			Directorate of NFE wants to collect this monthly		
	Availability of resources at NFE centers					◆			Directorate of NFE wants to collect this monthly		
	Quality of NFE schemes (student learning data)					◆			Directorate of NFE wants to collect this monthly		
Disparity between urban/rural areas in other indicators	◆	◆	◆	◆	◆						

## 4.4 MEL WORKPLANS

The purpose of the MEL workplans is to outline the steps required to set up processes, develop tools and embed systems that will enable effective monitoring and evaluation of policy implementation and impact.

Policy implementation is initially scheduled to take place over five years, with year 1 commencing in 2021. In year 1, the focus will be on setting up effective MEL by developing detailed MEL plans and establishing baseline levels of key indicators, so these activities are explained in detail in the Year 1 workplan. A higher-level workplan is provided for Years 2-5, setting out how the procedures to routinely collect and review MEL data will become established in Year 2 and used in subsequent years to inform iteration and improvement of policy implementation, as well as to report on the policy's impact.

### YEAR 1 MEL WORKPLAN

The responsible MDA for the year 1 MEL workplan is the MBSSE's Directorate of School Quality Assurance and Resource Management (SQARM). Table 10 outlines the activities and timelines for year 1 MEL implementation activities, which focuses on the set up of MEL processes to monitor and evaluate policy implementation throughout years 2-5.

**TABLE 10:** Year 1 MEL workplan

Activities	Timelines
Commission baseline study on the overall policy indicators.	April 2022
Develop a set of indicators for each policy statement/strategy, including populating the template in section 4.3.1.	June 2022
Develop a template 'Activity MEL Plan' that the MDA responsible for implementing each activity will use to describe: <ul style="list-style-type: none"> <li>• Output(s) and direct outcome(s) of the activity, as appropriate</li> <li>• Relevant indicators and data collection plans, including baseline and target levels</li> <li>• The intervention strand that the activity is expected to contribute to, and the rationale behind this</li> <li>• A subset of intervention strand indicators that are expected to change with contribution from this activity.</li> </ul>	July 2022
Set up a process by which the Activity MEL Plans will be submitted to MBSSE, collated, and implementing partners held accountable for collecting and sharing data as described in the plan.	July 2022
Create an inventory of all planned implementation activities that have the primary purpose of collecting data (e.g., evaluate the impact of a pilot scheme) and plan review points when the data and evidence produced by these activities will feed into strategic decision-making for wider policy implementation.	July 2022
Develop a template 'Activity MEL Report' that the MDA responsible for implementing each activity will use to report progress to MBSSE.	July 2022
Collate all existing baseline data on the indicators identified at strategy/intervention strand levels.	October 2022
Plan annual data collation/collection drives on the strategy/intervention strand indicators.	November 2022
Plan annual data collation/collection drives on the overall policy indicators.	November 2022
Develop a process for annual reviews of MEL data on policy implementation and impact, including a mechanism for evidence-based decision-making on future implementation.	November 2022

**YEAR 2-5 MEL WORKPLANS**

**TABLE 11:** Years 2-5 MEL workplan

Activities	Timelines	Responsible MDA	Partners
All new activities write an 'Activity MEL Plan' and submit it to MBSSE	Before activity starts	MDA responsible for the activity	
Responsible MDA for each activity submits annual MEL report	Annual	MDA responsible for the activity	
Activity-level review meeting to discuss learning from implementation and decide on changes to the implementation plans for the following year	Annual	MBSSE	MDA responsible for the activity & implementing partners
Conduct an evidence review from all activities where the primary purpose was to collect data (e.g., evaluations of pilot schemes) and feed this into policy-level review	Annual	MBSSE	MDA responsible for the data collection activity
Data collation/collection on the strategy/intervention strand indicators	Annual	<i>See responsibility by indicator in data collection plans for each strategy</i>	
Data collation/collection on the overall policy indicators	Annual	MBSSE	Independent research firm
Analysis of impact data at all levels to produce an annual policy impact report	Annual	MBSSE	

Activities	Timelines	Responsible MDA	Partners
Policy-level review meeting to make evidence-based decisions on strategic changes to policy implementation.	Annual	MBSSE	
Commission an independent evaluation to assess the impact of the first five years of policy implementation, and its sustainability so that implementation can be improved and enhanced.	End of Year 5		



National Policy on Radical  
Inclusion in Schools  
Implementation Plan 2021-2026

Validated in March 2022