



**RADICAL INCLUSION (RI)  
MONITORING, EVALUATION & LEARNING (MEL) FRAMEWORK**

**Ministry of Basic and Senior Secondary Education (MBSSE)  
Republic of Sierra Leone**

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## MEL FRAMEWORK

### RADICAL INCLUSION POLICY

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## 1. INTRODUCTION

This Monitoring, Evaluation, and Learning (MEL) Framework provides a strategic approach to track implementation and results across all four policy areas equally, ensuring that progress toward “radical inclusion” is measured, reported, and used to inform continuous improvement. It is intended for use by diverse stakeholders from donors and government decision-makers to MBSSE technical staff and district implementers to guide a coordinated, data-driven effort in realizing the policy’s goals.

The MEL of policy implementation asks two overarching questions:

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

## 2. OBJECTIVES OF THE ME FRAMEWORK

The primary objective of this MEL framework is to systematically monitor implementation fidelity and evaluate outcomes/impact of the Radical Inclusion Policy across its four focus areas. This enables MBSSE and partners to identify what is working, use resources efficiently, and make evidence-based decisions to strengthen implementation. In particular, the framework is designed to assess whether the policy is being implemented as intended and what changes it is achieving for learners and the education system. With regular data collection and reviews, stakeholders can track the most impactful and effective interventions, inform strategic planning and resource (re)allocation, and refine strategies for greater impact.

The MEL framework specifically seeks to:

- **Track Progress of Activities and Outputs (Fidelity Monitoring):** Provide real-time insights into whether planned interventions under each policy statement are executed as intended and to quality.
- **Measure Outcomes and Impact:** Monitor short- and medium-term outcomes against baseline conditions. This will show whether the policy is “moving the needle” on inclusion for the target groups.
- **Inform Decision-Making and Learning:** Create feedback loops so that data is translated into actionable lessons. Findings will be used to celebrate successes, identify gaps, and drive continuous improvement in implementation approaches.

- **Ensure Stakeholder Accountability and Transparency:** Provide a clear basis for reporting progress. By defining agreed indicators and data sources, the framework enables tracking of commitments.

### 3. DATA MANAGEMENT AND COORDINATION

Robust data management and coordination are the backbone of this MEL framework, ensuring that information from thousands of schools and multiple stakeholders is collected, shared, and used effectively.

The MEL framework leverages EMIS and ASC as the foundation for data management, supplemented by innovative tools (like SMS polling and tablet-based data entry) and a multilevel coordination structure. Through the Inclusive Education Unit and district structures, the MBSSE will develop data flow from school communities up to the national level, ensuring that information is timely, accurate, and available to inform decisions. The coordination mechanisms will enable feedback loops: data and analysis will be shared back down to schools and communities (e.g. via district quarterly review meetings or community scorecards) so that front-line actors also see the results and are motivated to act on them. This coherent data management and coordination approach is vital for tracking the radical inclusion agenda across the country.

### 4. KEY COMPONENTS OF THE ME FRAMEWORK

The MEL framework for Radical Inclusion is structured around three key components of measurement that correspond to different result levels including process monitoring (Process Indicator Matrix), (ii) Outcome monitoring (Outcome Indicator Matrix), and (iii) Impact evaluation (Impact-level measures). This structure aligns with the policy's Theory of Change and implementation pyramid from activities and outputs at the base, through intermediate outcomes, up to the overall impact and goals at the top.

#### 4.1. Process Indicator

The Process Indicator Matrix tracks the execution of activities and the attainment of immediate outputs under each of the four policy statements. These process indicators (sometimes thought of as input/output indicators or implementation milestones) are used for continuous monitoring of fidelity: they tell us whether the policy is being implemented as intended on the ground. By regularly reviewing

process indicators, it ensures each strategy and intervention is on track and address implementation issues promptly.

As indicated in Table 6 of the implementation plan, the MEL of the fidelity of implementation will be guided by the following sets of questions

- Activity Level
  - Was the activity implemented as intended?
  - What changes/iterations were made during implementation, and why?
  - Did the activity produce the planned output(s)?
- At Intervention Strand Level
  - Was the intervention strand implemented as intended?
  - What changes/iterations were made during implementation, and why?
  - How did the various activities in this intervention strand work together?
- Strategy level
  - Was the strategy implemented as intended?
  - What changes/iterations were made during implementation, and why?
  - How did the various intervention strands in this strategy work together?

## 4.2. Outcome Indicator Matrix (OIM)

The Outcome Indicator Matrix captures the changes and results that occur because of the policy interventions in other words, it measures whether the activities monitored above are yielding the desired improvements for learners, educators, families, and the education system. These indicators at the outcome level align with the intermediate outcomes defined in the Radical Inclusion Theory of Change, which correspond to the four policy statements. They go beyond counting activities and begin to answer: *Are we seeing positive changes in schools and communities because of our efforts?* Each policy statement has specific outcome indicators, often measured at the level of schools, student groups, or communities.

Policy Statement	Strategy	Intervention Strand	Outcome Statement	Smart Outcome Indicators	Baseline Value	Target 2030	Data Source / MoV	Collection Frequency	Responsible (Lead / Support)
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 1: Increase Access to Quality Learning for Learners In the Four Marginalized Groups	construction/expansion/adaptation/rehabilitation as per SICAP	Access and sustained participation of learners with disabilities in mainstream schooling increases through inclusive infrastructure, equitable teacher deployment, and targeted learner support	% of learners with disabilities enrolled and regularly attending mainstream schools,	38% (13,668)	≥60%	ASC	Annually	MBSSE
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 1: Increase Access to Quality Learning for Learners In the Four Marginalized Groups	construction/expansion/adaptation/rehabilitation as per SICAP	Availability of accessible school infrastructure increases through compliance with national accessibility standards for new construction and rehabilitation	% of newly constructed or rehabilitated school facilities meeting national accessibility standards	1%	≥50% compliant facilities	Works completion certificates; SICAP compliance checklists; ASC	Annually	Free Education Program Secretariat (FEPs)/MBSSE MBSSE Infrastructure Unit (Lead)
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 1: Increase Access to Quality Learning for Learners In the Four Marginalized Groups	construction/expansion/adaptation/rehabilitation as per SICAP	Equitable assessment practices for learners with disabilities improve through the provision of appropriate examination accommodations.	% of learners with identified disabilities receiving approved examination accommodations	0%	100%	Examination report	Annually	CEO/Special Needs Department/NTAC
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 1: Increase Access to Quality Learning for Learners In the Four Marginalized Groups	1.2 Facilitate the effective deployment of trained and qualified male and female teachers, including those with disabilities, particularly in remote and underserved areas	Inclusive teaching capacity increases through equitable deployment of trained and qualified teachers, including special needs-trained personnel.	% of schools with at least one teacher trained in inclusive education	1%	≥50%		Training Report	FEPs

Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 1: Increase Access to Quality Learning for Learners In the Four Marginalized Groups	1.2 Facilitate the effective deployment of trained and qualified male and female teachers, including those with disabilities, particularly in remote and underserved areas	Inclusive teaching capacity increases through equitable deployment of trained and qualified teachers, including special needs-trained personnel.	% of teacher postings aligned with the teacher deployment algorithm for underserved schools		≥80% certified deployed	Training records; TSC postings; School staff lists	Bi-annual	TSC Director Teacher Management/ Partners
Policy Statement 1: Create Inclusive Learning Environments	Strategy 1: increase access to quality learning for learners in the four marginalized groups	1.5 Non-formal pathways re-entry	Successful transition of out-of-school children into formal education increases through strengthened non-formal pathways and reintegration support.	% of non-formal learners transitioning to formal school within 12 months -	TBD	≥70% transition	Non-formal program MIS; School admissions; DEO validation	Bi-annual	MBSSE Non-Formal Education (Lead) / DEOs, Partners
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 1: Increase Access to Quality Learning for Learners In the Four Marginalized Groups	1.5 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	Re-engagement of adolescent mothers in education improves through accessible formal and non-formal learning pathways.	%/number of adolescent mothers enrolled or re-enrolled in formal or alternative learning programmes					FEPS/UNFPA
Policy Statement 1: Create Inclusive Learning Environments	Strategy 2 – Accessible & Safe Infrastructure	construction/expansion/adaptation/rehabilitation as per SICAP	Safe, accessible learning environments for learners with disabilities increase through improved physical infrastructure.	% of schools with functional accessibility features (ramps, handrails, adapted pathways)	14% (1830)	60%	ASC	Annually	MBSSE
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 2: Design School Infrastructures that are Accessible and Safe to All Learners	2.1 School facilities are accessible, safe, and inclusive of all learners	Access to safe, inclusive WASH services improves for all learners, including those with disabilities, through disability-responsive infrastructure.	% of schools with functional disability-friendly WASH facilities	8.6% (1,156)	≥40%	ASC	Annually	MBSSE
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 2: Design School Infrastructures	2.1 School facilities are accessible,	Safe, private, gender-responsive school facilities increase to support girls,	% of schools with functional girl-/mother-friendly facilities	0.1%	≥40%	Project report, construction validation plan		SCI

	that are Accessible and Safe to All Learners	safe, and inclusive of all learners	pregnant learners, and adolescent mothers.						
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 3: Provide Adequate, Accessible and Inclusive Teaching & Learning Materials	3.1 Standardized learning materials meet individual learners' needs and are accessible and inclusive of all students	Regular attendance and meaningful engagement of learners with disabilities increase through targeted instructional and participation support.	Attendance rate of learners with disabilities					
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 3: Provide Adequate, Accessible and Inclusive Teaching & Learning Materials	3.2 Standardized teaching materials are provided to enable teachers to develop teaching aids that help make learning more accessible and inclusive	Use of inclusive instructional practices increases through teacher training and provision of inclusive learning materials	% of teachers demonstrate inclusive classroom practices	75%		SLEIC project teacher data base	Annually	SCI/CHAI
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 3: Provide Adequate, Accessible and Inclusive Teaching & Learning Materials	3.2 Standardized teaching materials are provided to enable teachers to develop teaching aids that help make learning more accessible and inclusive	Use of inclusive instructional practices increases through teacher training and provision of inclusive learning materials	% of SQAOs trained to monitor, document, and report on inclusive education practices in schools.	0%	100%	Teacher Training Report	Annually	TSC TPD Report/SQARM Report
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 3: Provide Adequate, Accessible and Inclusive Teaching & Learning Materials	3.2 Standardized teaching materials are provided to enable teachers to develop teaching aids that help make learning more accessible and inclusive	Access to functional assistive devices improves to support learner participation and foundational learning	% of schools with functional assistive devices available and in use (SEN/Mainstream schools)	0.01			Annually	ASC
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 3: Provide Adequate, Accessible	3.2 Standardized teaching materials are provided to	Foundational literacy and numeracy outcomes for all learners improve through inclusive instructional	% of P2/P4 learners (girls/boys; with/without disabilities) meeting national minimum			EGRA/EGMA	Annually	

	and Inclusive Teaching & Learning Materials	enable teachers to develop teaching aids that help make learning more accessible and inclusive	strategies and early-grade support	proficiency in reading and numeracy					
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 4: Create Safe and Inclusive School Environments	4.1 Set up a regulatory framework to prevent and respond to abuse of learners, including those who are the most vulnerable (students with communication or intellectual disabilities)	Learners' sense of safety, acceptance, and psychosocial wellbeing improves through strengthened school climate and safeguarding systems	% of learners with disabilities reporting feeling safe and accepted at school -			School Safety Reports (Suggestion Boxes)	Monthly	MBSSE/LWL/WHI/SCI
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 4: Create Safe and Inclusive School Environments	4.4 Train female and male champions, including those with disabilities, who will promote inclusivity in schools	School-level systems for identifying, referring, and supporting vulnerable learners strengthen through functional inclusion structures.	% of schools with active Inclusion Champions/SEN focal persons performing required duties	2.2%	≥5,000 active champions nationwide	Training & Assessment Reports/Champion activity logs; DEO verification		MBSSE Special Needs Unit Report/Leh Wi Lan/FEPs
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 4: Create Safe and Inclusive School Environments	4.7 Training for communities school personnel on SRGBV	Timely and appropriate psychosocial and safety support services for learners increase through strengthened school- and district-level mechanisms.	% of schools with trained counsellors or safety focal persons providing services					TSC Teacher Relations Department/Free Education Program Secretariat (FEPs)
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 4: Create Safe and Inclusive School Environments	4.7 Training for communities school personnel on SRGBV	Prevention, identification, and referral of SRGBV cases improve through strengthened community and school personnel capacity	% of schools with a trained SRGBV focal person and functional response team	TBD	100% of schools compliant	Training records; Referral; SQAQ checks	Annual	MBSSE SQARM (Lead) / MSWGCA, MoHS, DEOs
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 4: Create Safe and Inclusive School Environments	4.7 Training for communities school personnel on SRGBV	Prevention, identification, and referral of SRGBV cases improve through strengthened community and school personnel capacity	# % SRGBV reports received	87	100%	SSC reports	Quarterly/Annually	ASC/Rainbow Centers/Other SPs/FSC
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 4: Create Safe and Inclusive	4.7 Training for communities	Effective SRGBV reporting and redress mechanisms improve through	% of schools with functional SRGBV redress mechanisms	23%	≥70%		Annually	ASC

	School Environments	school personnel on SRGBV	strengthened school-level safeguarding systems						
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 4: Create Safe and Inclusive School Environments	4.7 Training for communities school personnel on SRGBV	District-level coordination for SRGBV response improves through active, functional safety committees and inter-sectoral collaboration.	% of schools supported by functional School Safety Committees	4%	≥70%		Training Report	Leh Wi Lan
Policy Statement 1: Create Inclusive Learning Environments	STRATEGY 4: Create Safe and Inclusive School Environments	4.8 Strengthen coordination between schools and other actors to tackle abuse and harassment	Survivors of SRGBV access appropriate, coordinated support services through strengthened school-community referral pathways	% of SRGBV cases successfully referred and receiving services	56%	100%		Annually	ASC/Rainbow Centers/Other SPs/FSC
Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 1: Provide Tailored Support to Marginalized Learners	1.1 Marginalized learners' needs are systematically assessed	Successful transition of learners with disabilities to the next level of education increases through strengthened assessment, referral, and targeted support systems	% of learners with disabilities who transition from one education level to the next (Primary → JSS → SSS) within the expected timeframe					
Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 1: Provide Tailored Support to Marginalized Learners	1.1 Marginalized learners' needs are systematically assessed	Early identification and referral of developmental delays and childhood disabilities improves through routine screening, trained staff, and functional referral pathways	% of schools conducting developmental screening using the national tool (2-6 years)			Screening Report	Annually	CHAI/WHI/LWL
Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 1: Provide Tailored Support to Marginalized Learners	1.1 Marginalized learners' needs are systematically assessed	Early identification and referral of developmental delays and childhood disabilities improves through routine screening, trained staff, and functional referral pathways	% of newly enrolled children screened in Term 1			Screening Report	Annually	CHAI/WHI
Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 1: Provide Tailored Support to Marginalized Learners	1.1 Marginalized learners' needs are systematically assessed	Early identification and referral of developmental delays and childhood disabilities improves through routine screening, trained staff, and functional referral pathways	#/ % of identified children referred to health/social services			Screening Report		

Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 1: Provide Tailored Support to Marginalized Learners	1.1 Marginalized learners' needs are systematically assessed	Early identification and referral of developmental delays and childhood disabilities improves through routine screening, trained staff, and functional referral pathways	% of referred children who receive feedback or services			Screening Report		
Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 1: Provide Tailored Support to Marginalized Learners	1.1 Marginalized learners' needs are systematically assessed	Early identification and referral of developmental delays and childhood disabilities improves through routine screening, trained staff, and functional referral pathways	% of schools with staff trained on early identification			Training Report		
Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 1: Provide Tailored Support to Marginalized Learners	1.2 Tailored support is provided to learners based on findings of individual assessment	Access to safe and inclusive play opportunities for learners with disabilities increases through adapted spaces, trained teachers, and structured play activities.	% of schools with accessible play spaces					
Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 1: Provide Tailored Support to Marginalized Learners	1.2 Tailored support is provided to learners based on findings of individual assessment	Access to safe and inclusive play opportunities for learners with disabilities increases through adapted spaces, trained teachers, and structured play activities.	% integrating inclusive play activities					
Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 1: Provide Tailored Support to Marginalized Learners	1.2 Tailored support is provided to learners based on findings of individual assessment	Access to safe and inclusive play opportunities for learners with disabilities increases through adapted spaces, trained teachers, and structured play activities.	% of teachers trained in play-based inclusive methods					
Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 1: Provide Tailored Support to Marginalized Learners	1.2 Tailored support is provided to learners based on findings of individual assessment	Access to safe and inclusive play opportunities for learners with disabilities increases through adapted spaces, trained teachers, and structured play activities.	#/ % of learners with disabilities participating in school play activities					
Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 2: Promote A Culture of Inclusion in Schools, Non-	2.3 Girls, pregnant girls and parent learners are supported to start, continue, return,	Continued participation and progression of pregnant learners and adolescent mothers increases through flexible	%/number of pregnant girls re-enrolled	1254		ASC, School Register/Project Report	Annually	MBSSE

	Formal Education Centers and Society	stay, or complete their education and sit examinations	and safe learning pathways.						
Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 2: Promote A Culture of Inclusion in Schools, Non-Formal Education Centers and Society	2.3 Girls, pregnant girls and parent learners are supported to start, continue, return, stay, or complete their education and sit examinations	Continued participation and progression of pregnant learners and adolescent mothers increases through flexible and safe learning pathways.	% maintaining regular attendance	1254		ASC, School Register/Project Report		
Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 2: Promote A Culture of Inclusion in Schools, Non-Formal Education Centers and Society	2.3 Girls, pregnant girls and parent learners are supported to start, continue, return, stay, or complete their education and sit examinations	Continued participation and progression of pregnant learners and adolescent mothers increases through flexible and safe learning pathways.	% completing the school year	0%	≥40%	SQAO report	Annually	UNFPA
Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 2: Promote A Culture of Inclusion in Schools, Non-Formal Education Centers and Society	2.3 Girls, pregnant girls and parent learners are supported to start, continue, return, stay, or complete their education and sit examinations	Continued participation and progression of pregnant learners and adolescent mothers increases through flexible and safe learning pathways.	Transition rate back to school following childbirth	0%	≥40%			
Policy Statement 2: Target Support for Vulnerable Learners	STRATEGY 2: Promote A Culture of Inclusion in Schools, Non-Formal Education Centers and Society	2.4 Tackle barriers that prevent learners from accessing school	Incidents of bullying and discrimination, including disability-based stigma, decrease through strengthened safeguarding and inclusive school culture	% of learners reporting bullying/discrimination based on disability	0%	≥40%	Suggestion Boxes	Monthly	DEO/Safety Committees
Policy Statement 3: Engage Families and Communities	STRATEGY 3: Marginalized and Vulnerable Learners are Engaged to Maximize the Impact of The Radical	3.1 Government, implementing partners and local communities give marginalized learners a platform to contribute to the promotion of	Girls' wellbeing, confidence, and school engagement improve through access to safe, supportive empowerment spaces.	% of schools/communities with functional safe spaces/girls' clubs	4%	≥50%	School Clubs Reports	Monthly	Leh Wi Lan

	Inclusion Policy	inclusive education							
Policy Statement 3: Engage Families and Communities	STRATEGY 4: School Management Committees (SMCs) and Boards of Governors (BoGS) Contributes to Tackling Stigma and Negative Perceptions Against Marginalized Children	4.1 SMCs are equipped to support schools provide safe learning environments for all learners and ensure accountability of schools	Safe, protective learning environments strengthen through the elimination of corporal punishment and adoption of positive discipline.	% of schools implementing zero-corporal-punishment policies	TBD	100% of schools implementing TCoC	SQAOs Reports/Spot checks	Monthly	MBSSE SQARM Director / MSWGCA, DEOs/TSC

### 4.3. Impact Level Measurement

Impact-level measurement is concerned with the ultimate results and goals of the Radical Inclusion Policy, the broad, strategic changes that the policy aspires to achieve over the long term. Impact measurement is not just about tracking indicators, but also about evaluating how much the observed changes can be credited to the Radical Inclusion Policy interventions. The MEL framework plans an independent impact evaluation in Year 5 to analyze this. This evaluation may use a theory-based approach (discussed more under MEL design) to assess contribution.

The impact evaluation will seek to answer the big-picture question: To what extent have the overall policy goals been achieved, and has the situation fundamentally improved for marginalized learners because of this policy?

Additionally, as indicated in Table 6 of the implementation plan, the MEL of the fidelity of impact will also consider the following sets of questions

- Activity Level
  - Did the activity produce the expected direct outcome(s)?
  - Did the activity produce any unintended effects?
- At Intervention Strand Level
  - What change was seen in the intermediate outcome(s)?
  - Did this intervention strand produce any unintended effects?
- Strategy Level
  - To what extent was the strategic goal achieved?
  - Did this strategy produce any unintended effects?
- Policy Statement Level
  - To what extent was the pre-requisite for inclusion described by the policy statement achieved?
  - Which strategies, intervention strands and activities contributed more/less to this impact?
- Overall Policy Level:
  - To what extent were the overall policy goals achieved?
  - Which policy statements contributed more/less to this impact?

## 5. DATA COLLECTION METHODS

A variety of data collection methods will be employed to gather the information required for the above indicators, blending **routine data systems** (EMIS and ASC as the core sources, complemented by tablet updates) with **designated studies** (Baseline–midline–endline surveys tracking change. and **qualitative approaches** (FGDs/KIIs/case studies explain drivers and unintended effects).

Other data includes cross-sector (health, social welfare) and partner/NGO data aligned to national indicators.

Key Learning questions from fidelity of implementation in combination with MEL questions for improvement are as follows:

- 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?

## 6. DATA SOURCES, TOOLS AND FLOW

Data Sources: The MEL framework draws on a range of data sources; each linked to specific tools and processes. The primary data sources include: School Census EMIS Data, Situation Room SMS/tablets Polls that aggregates these responses and produces summary statistics to flag issues in near real-time; Monitoring Reports; Survey Instruments; Financial and Policy Records to measure enabling environment changes, budget documents for tracking allocation, policy documents to check if new policies were issued), and meeting minutes for evidence of coordination structures functioning; and Community feedback and qualitative data

**Data Collection Tools** to harvest data will include:

- **Standardized Forms and Templates:** The ASC questionnaire, monthly SMS template, SQAO checklist, teacher training log, etc., have been standardized. The Implementation Plan even provides a **template for developing the set of indicators and a data collection plan for each strategy**, which guides what tool is used for each indicator.
- **Digital Data Entry and Management Systems:** The Ministry is utilizing digital tools like the tablet-based data entry for ASC, the SMS Gateway for Situation Room, and where possible an online EMIS portal where district

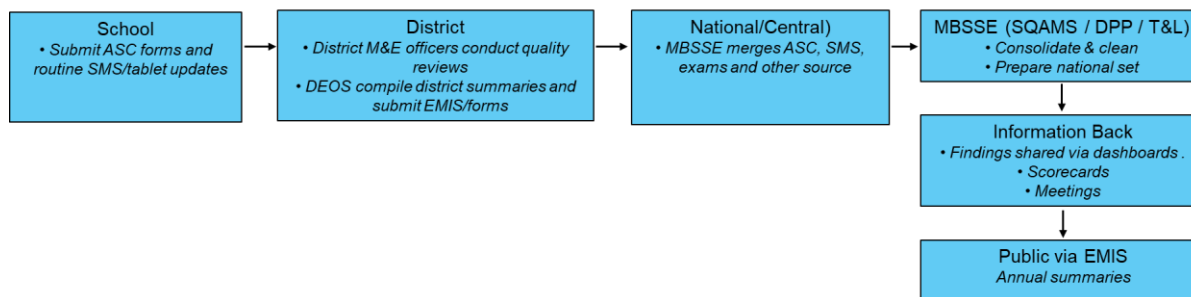
officers can input data. **Data dashboards and databases** are set up to compile all incoming data.

- **Survey instruments and mobile data collection:** for surveys, digital data collection tablets/phones will be used.
- **Qualitative tools:** Semi-structured interview guides (FGDs and KIIs)

The flow of data is configured to be **bottom-up with validation at each level:**

- School to District: Schools submit ASC and SMS/tablet data; district ME reviews, fixes gaps with schools, and logs notable events.
- District to National: DEOs compile and send summaries via EMIS/forms; center flags issue and sends feedback; districts also use data locally.
- National consolidation: Planning/EMIS and Inclusive Education Unit merge ASC, SMS, exams; triangulate and update definitions/tools.
- Quality checks: Built-in validations, SQAQO spot-checks, and periodic audits; ongoing capacity support.
- Feedback back down: Dashboards, scorecards, circulars, and meetings share results with districts, schools, and communities.

Data Flow : Schools → District → Central → Dashboards → Use



## 7. ROLES AND RESPONSIBILITIES

Effective implementation of the MEL framework requires clear roles and responsibilities across the multiple stakeholders involved in the Radical Inclusion Policy. Given the policy’s multi-sector and multi-level nature, a coordinated approach is needed; the Implementation Plan acknowledges the range of stakeholders (MDAs, local actors, NGOs, etc.) and the complexity of coordination in a decentralized system. Below is an outline of key roles for MEL and who is responsible for what:

- **MBSSE HQ:** Provide leadership, define indicators, manage data systems, analyze and disseminate findings. (Within this, the Inclusive Ed Unit

coordinates the various players and focuses on inclusion-specific tasks, the Planning/ME Directorate ensures integration with EMIS and overall sector ME, and other directorates like QA and Teacher management implement their pieces.)

- **Districts (MBSSE field):** Collect and validate data, implement monitoring on the ground, report upwards, and act on findings locally. They are the link between schools and center.
- **Schools:** Implement activities, monitor students, maintain records, and report honestly and timely. They are on the frontlines of identifying successes and issues in inclusion.
- **Communities:** Support monitoring by providing feedback and social oversight, ensure community buy-in and that no child falls through the cracks unnoticed.
- **Partners/Other Agencies:** Align support and reporting with MEL framework, fill gaps if needed (technical or financial), and ensure their interventions are tracked.

## 8. MONITORING SCHEDULE, REPORTING AND USE OF FINDINGS

Monitoring and evaluation activities will follow a **defined schedule** to ensure timely information is available for decision-making, and that results are reported to stakeholders regularly. The MEL framework integrates into the annual planning cycle of the education system and the 5-year policy timeline, with specific milestones for reviews and evaluations. Key elements of the schedule and reporting process include:

- Routine monitoring. Daily school records; monthly SMS/tablet attendance and activity logs; district stock-takes each quarter; termly financial checks.
- Quarterly reviews (national). MBSSE convenes quarterly MEL meetings to assess progress, fix bottlenecks, and redirect support.
- Annual cycle. ASC with results by year-end; annual review workshop produces an Annual Progress Report; indicators/targets and workplans are updated each year.
- Mid-term evaluation (Year 3 ~2024). Formative review of fidelity and early outcomes; generates recommendations for Years 4–5.
- Final evaluation policy review (Year 5: Sep 2025–Aug 2026). Independent impact evaluation (ASC 2026 + endline surveys/qualitative)

### Reporting Mechanisms:

- Monthly: One-page dashboards for senior management.
- Quarterly: Progress report (RAG by policy statement) to Minister/Steering Committee.
- Annual: Comprehensive MEL report shared sector-wide; feeds sector review.
- Community: District forums and school scorecards share results back.
- Public: Headline stats via media and public dashboards.

### Use of Findings (Learning and Adaptive Management):

Monitoring and evaluation findings will be used to inform decisions and improve implementation:

- Adaptive management. Use routine data to flag quickly when interventions underperform, document and replicate district good practices.
- Resource allocation and advocacy. Direct funds toward high-impact interventions and underserved groups; use findings in budgeting and partner dialogues.
- Accountability and recognition: Hold actors to targets; recognize high-performing schools/districts to motivate improvement.
- Policy/program adjustments: Update guidelines and practices mid-course; feed evidence into the five-year policy review.
- Learning and best practices. Capture case studies; enable cross-district peer learning and exchange visits. Build a record of what works to inform institutionalization and future funding
- Transparency and public engagement: Sharing results to the public to rally support and target help where gaps persist.

## 9. MEL EVALUATION DESIGN

The evaluation design for the MEL framework is **strategic, theory-driven, and mixed-methods**, with the evaluation approach leaning on the Theory of Change and contribution analysis. Below are key elements of the design:

- Key evaluation focus on fidelity will be guided by this question 'Is the policy being implemented as intended? And Impact What changes have occurred, and which strategies contributed most?'

- Quantitative data from EMIS, ASC, and surveys measure results, while qualitative tools (FGDs, KIIs, case studies, MSC stories) explain why and how changes occur.
- Ongoing monitoring and annual reviews feed into a mid-term evaluation (~Year 3) and final impact evaluation (2025–26), aligned with baseline and follow-up data collection.
- Independent evaluators ensure rigour through representative sampling and robust analysis. Ethical safeguards include informed consent, privacy for vulnerable groups, and cultural sensitivity.

## 10. RISKS AND MITIGATION

Risk	Mitigation
<b>Data gaps or poor quality</b>	Upgrade EMIS/ASC for better disaggregation, train staff, conduct audits, use digital tools, and integrate community/other ministry data to fill gaps.
<b>Capacity and resource constraints</b>	Provide training and mentoring, simplify reporting tools, allocate resources (staff, transport, IT), and deploy rapid support to weak districts.
<b>Cultural resistance and social norms</b>	Intensive community engagement, leverage champions and role models, track attitudes, and target high-resistance areas with tailored messaging.
<b>Political will and funding</b>	Embed policy in national plans, diversify donor support, show results to maintain funding, budget key evaluations early, integrate MEL into EMIS to reduce costs.
<b>Coordination and accountability</b>	Use clear governance structures (steering groups, TORs, MOUs), hold regular coordination meetings, and ensure transparent reporting for accountability.
<b>Implementation delays and external shocks</b>	Build buffers into timelines, use remote/SMS monitoring, switch to alternative data sources, and document external shock impacts in analysis.
<b>Data misuse and privacy concerns</b>	Enforce confidentiality, publish aggregated data only, provide ethics training, and ensure respectful, consent-based data collection.

<b>Stakeholder fatigue</b>	Streamline data collection, align with routine systems, share feedback to motivate reporters, and adjust frequency to avoid overload.
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