



**Rapid Assessment Report
on the Implementation of the National Radical Inclusion Policy in
School
June 2025**

**Prepared by:
Education Development Trust**



List of Abbreviations

Acronyms	Definition
ASC	Annual School Census
CLC	Community Learning Centers
CLWD	Children Living with Disabilities
CRS	Catholic Relief Services
CWD	Children with Disability
EDP	Education Development Partners
FQSE	Free Quality School Education
GBV	Gender-Based Violence
KII	Key Informant Interview
MBSSE	Ministry of Basic and Senior Secondary Education
NTAC	National Technical Advisory Council
OPD	Organization for Persons with Disability
RIP	National Policy on Radical Inclusion in Schools
SILC	Savings and Internal Lending Communities
SMC	School Management Committee
SRGBV	School Related Gender Based Violence
UNFPA	United Nations Population Fund
WASH	Water and Sanitation Hygiene
WHI	World Hope International

Executive Summary

The Government of Sierra Leone, through the Ministry of Basic and Senior Secondary Education (MBSSE), launched the National Policy on Radical Inclusion in Schools in 2021 to eliminate systemic barriers and ensure equitable access to quality education, particularly for marginalized groups such as pregnant girls, children with disabilities, rural learners, and children from low-income households. As the implementation cycle approaches its final year (2021–2026), this rapid assessment provides a critical mid-term snapshot of progress, successes, and gaps to inform data-driven revision and strengthen accountability mechanism.

Conducted in June 2025, the assessment draws on data from 55 education partners implementing 58 interventions, complemented by desk reviews, structured questionnaires, and stakeholder consultations. The findings underscore that the Radical Inclusion Policy has catalyzed significant programming across the education sector. Approximately 79% of interventions were launched post-policy, demonstrating strong alignment between the policy and partner priorities.

Key Findings and Successes

- **Policy Integration and Intervention Reach:** Majority of the interventions are aligned with Policy Statement 1 (Creating Inclusive Learning Environments), while support for vulnerable learners and community engagement also featured prominently. However, engagement with systemic and policy-level implementation (Policy Statement 4) remains limited.
- **Support for Marginalized Learners:** Interventions have largely prioritized children from low-income households (82%) and rural areas (77%). Though 57% of interventions targeted children with disabilities, only 34% supported pregnant girls and adolescent mothers, highlighting a critical gap, given low re-enrollment rates reported in the 2023/2024 Annual School Census.
- **Gender Equity:** The data indicates a relatively balanced gender focus, with slightly higher large-scale interventions supporting girls. This aligns with policy objectives to address gender disparities and support the retention of marginalized girls in schools.
- **Notable Programmatic Successes:**
 - *UNFPA* successfully reintegrates approximately 2,000 adolescent mothers annually, with completion rates of 83–87%. Their model integrates remedial education, psychosocial support, and strong community-based safeguarding systems.
 - *Sight Savers* has strengthened disability-inclusive education through policy advocacy, teacher training, and community-based safeguarding mechanisms.
 - *World Hope International* offers holistic support including physiotherapy, inclusive infrastructure, and school transition pathways for children with disabilities.

- *Catholic Relief Services (CRS)* has used its school feeding programme to engage families, improve attendance (rising from 64% to 94%), and empower women through community-based structures.
- **Coordination Structures:** At the national level, over 36% of partners found the Steering Committee effective in policy oversight. Similarly, 34% rated district coordination mechanisms as effective. However, inconsistencies in engagement and visibility were noted, particularly at subnational levels.

Persistent Gaps

Despite notable progress, implementation challenges persist:

- *Infrastructure and Assistive Devices:* Almost half of the partners did not engage in classroom or toilet construction. Inclusive infrastructure and assistive device provision remain severely limited—only 15% of schools nationwide reported inclusive infrastructure, and just 2.6% had assistive devices, according to the ASC.
- *Teacher Capacity:* Pre-service training support is under-resourced; over 50% partners reported "not applicable," which correlates with the high national pupil-to-qualified teacher ratio of 57:1.
- *School-Related Gender-Based Violence (SRGBV):* While partner engagement is evident, SRGBV training and documentation remain fragmented. Only 123 of over 13,000 schools reported SRGBV incidents, and referral systems are inconsistently applied.
- *Framework Fragmentation:* Safeguarding policies vary widely between partners, with no standardized SRGBV prevention and response framework in place.

Conclusion and Recommendations

The Radical Inclusion Policy has clearly mobilized a range of actors and resources towards inclusive education in Sierra Leone. However, a fragmented implementation landscape, underinvestment in disability inclusion, and systemic barriers hinder the policy's full realization.

Strengthening coordination, standardizing safeguarding mechanisms, expanding inclusive infrastructure, and ensuring equitable support for all vulnerable groups—particularly children with disabilities and adolescent mothers—are critical next steps. The findings of this assessment offer timely evidence to inform policy recalibration, strategic planning, and donor alignment for the final phase of implementation.

Brief Literature on Policy Formulation and Implementation

Policy formulation and implementation are critical phases in the public policy cycle. Effective implementation requires a clear framework, stakeholder ownership, adequate resources, and continuous monitoring. Education policies, particularly those focused on inclusion, demand cross-sectoral collaboration and mechanisms to track both quantitative outcomes and qualitative shifts in attitudes and behaviors. The Radical Inclusion Policy aligns with these principles by articulating clear strategic objectives but lacks embedding mechanisms for periodic review.

Background on the Radical Inclusion Policy (RIP)

Launched in 2021, the National Policy on Radical Inclusion in Schools aims to dismantle systemic barriers to education and ensure that all children—especially pregnant girls, children with disabilities, rural learners, and children from low-income households—access inclusive and quality education. It is anchored on four strategic objectives or Policy statements:

1. Creating inclusive learning environments
2. Target support for vulnerable learners
3. Engage families and communities
4. Enabling Environments and Effective Implementation

The policy is guided by a five-year implementation plan (2021–2026), with an annual review process to inform adaptation and improve effectiveness.

Purpose of the rapid assessment:

The rapid assessment was undertaken to provide a snapshot of the implementation progress of the RIP. The intention was to gather actionable insights that would guide evidence-based decision-making, enhance coordination, and ensure responsiveness to emerging challenges.

Objectives of the rapid assessment

The rapid assessment of the radical inclusion sought to achieve three main objectives:

- Evaluate the status of the RIP implementation
- Identify implementation successes, challenges, and gaps
- Strengthen accountability and enable data-driven improvements

Methodology

Instructively, the rapid assessment of the Radical Inclusion Policy sought to understand how contextual factors were impacting success and or failure of its implementation.

Accordingly, we employed a collective case study methodology to seek and draw on the perspectives of as many of the partners currently involved in implementation of interventions aimed at supporting the MBSSE in achieving the radical inclusion policy objectives.

Taking such a bottom-up approach is considered key in drawing insights that can help the Ministry of Basic and Senior Secondary Education address any implementation gaps and adapt the policy to better respond to the contextual factors.

Sampling Strategy:

Purposive sampling was used to include all relevant education partners involved in the Radical Inclusion Policy implementation. Through a snow balling process, additional partners were enlisted during the data collection process.

Data Collection:

Data collection was primarily carried out through a survey that was administered through Kobo and circulated through emails and WhatsApp. A participatory approach was adopted in developing the Rapid Assessment survey tool, with input from the MBSSE, Education Development Trust, and education partners.

In addition to the survey, a sample of partners were selected to participate in key informant interviews (KII) which were carried out at the tail end of collection of data through the survey method.

Number of partners mapped	Number of partners who participated in the survey	Number of partners who participated in the KII
69	55	4

A detailed list is provided in the appendix.

Section A

Analysis of Findings

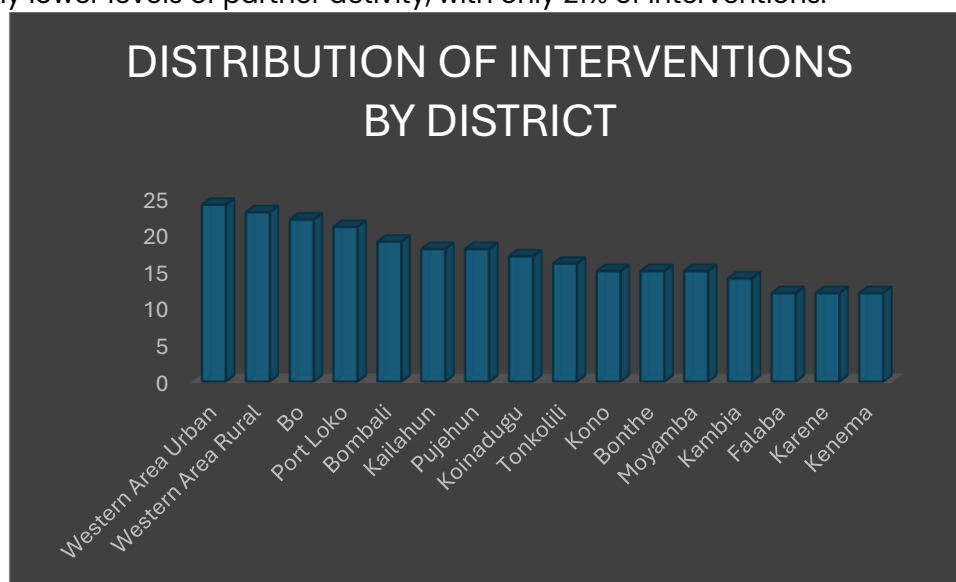
The rapid assessment reveals that majority of partner-supported interventions were launched after the introduction of the Radical Inclusion Policy in 2021, underscoring the policy's role as a catalyst for inclusive education programming. Of the 58 interventions assessed:

- **62% (34 interventions)** were initiated after January 2021, indicating that most activities were developed in direct response to the policy's launch.
- **16% (9 interventions)** began within the same year (2021), demonstrating early uptake and alignment with the policy's objectives.
- **22% (12 interventions)** predate the policy, with start dates ranging from as early as 1975 to 2020. These earlier initiatives, while not originally framed under the policy, may have been integrated or adapted to contribute toward its goals.

This implementation timeline highlights a strong policy-to-programme alignment across partners and donors. The data suggests that the Radical Inclusion Policy has been instrumental in shaping the education sector's inclusive agenda, influencing the design and rollout of new interventions across the country.

Summary of District-Level Intervention Frequency

The Radical Inclusion Rapid Assessment Report highlights a concentration of education partner interventions in more accessible and economically advantaged districts, particularly Western Area Urban (41%), Western Rural (40%), and Bo (38%), followed by Port Loko 36%, Bombali 33%, and Kailahun 31%. In contrast, districts such as Falaba, Karene, and Kenema reported significantly lower levels of partner activity, with only 21% of interventions.

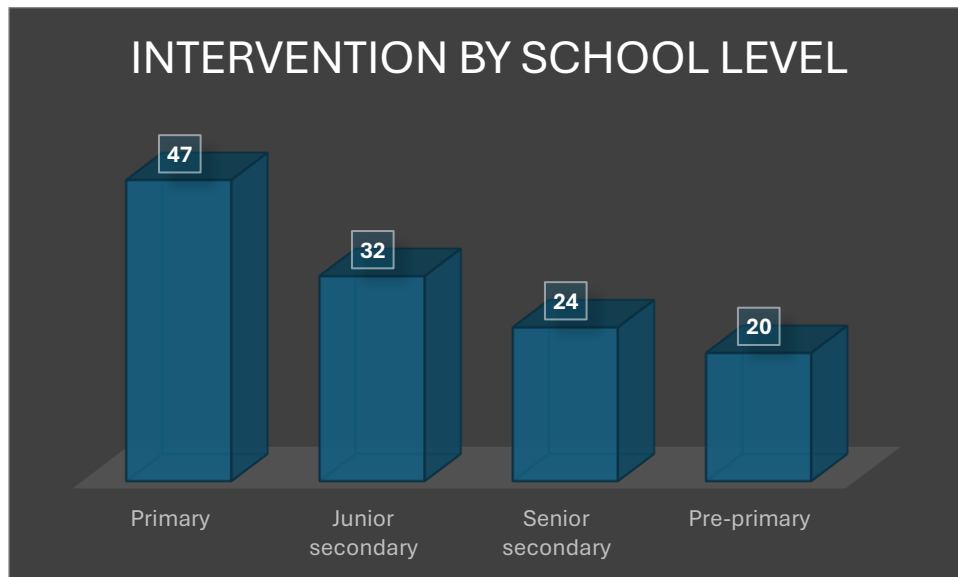


It is instructive to note that Kailahun, Kenema and Kono have previously been ranked as the most economically deprived districts and that Falaba and Karene were also carved out from highly vulnerable parent districts (Koinadugu and Bombali) (2015 Thematic Report).

The findings reveal a mismatch of intervention distribution across districts Western Urban (39.34%), Western Rural (41%), Bo (38%), and Port Loko (36%). In contrast, lower levels of intervention were recorded in Kambia (24%), and the least in Falaba, Karene, and Kenema (21%) suggesting a geographical equity gap in the implementation of the Radical Inclusion Policy.

Summary of Intervention Coverage by School Level

The Radical Inclusion Rapid Assessment highlights that several partners intervened across more than one level of education. That said, the current interventions seem to be disproportionately concentrated at the Primary level (38%), followed by Junior secondary (26%) and Senior secondary (20%) levels. Pre-primary level emerged as having the fewest number of interventions –only 16% of the respondents reported to having interventions at that level.



Arguably, the reported lower attention to secondary schools may be deemed as a critical gap in achieving the objectives of the Radical inclusion policy of allowing pregnant girls to stay in school during their pregnancy, to return to school after giving birth and supporting them to stay in school after giving birth. : recent findings of The Annual School Census (ASC) 2023/2024 revealed a concerning pattern of declining enrolment and attendance at the secondary education level—particularly among marginalized groups such as girls, pregnant adolescents, and learners with disabilities.

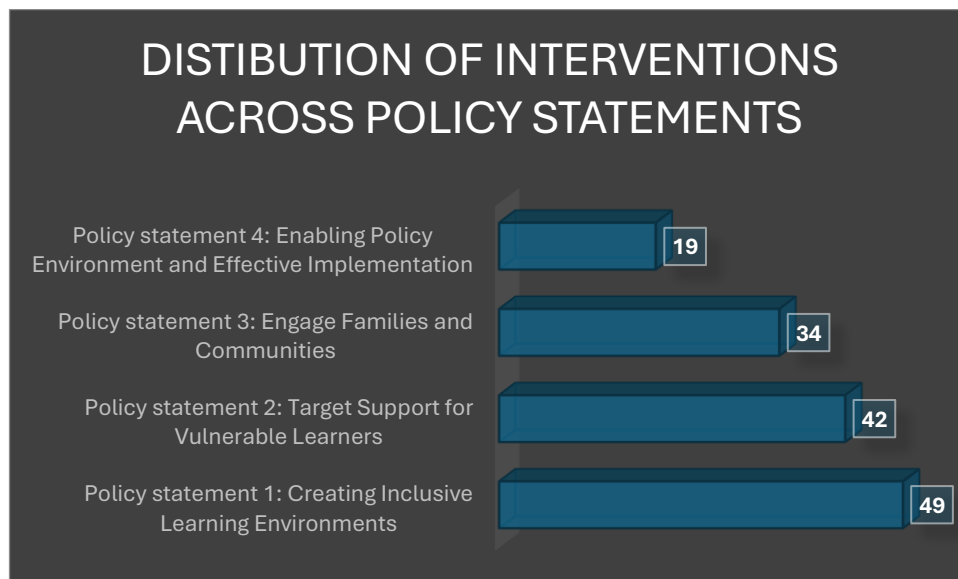
The relationship between these findings is clear: while primary-level support is relatively robust, critical gaps remain at the secondary level, where dropout risks are highest for marginalized learners.

Summary of Intervention Alignment with Radical Inclusion Policy Statements

Policy Statements	Frequency	Percentage
Policy statement 1: Creating Inclusive Learning Environments	49	34
Policy statement 2: Target Support for Vulnerable Learners	42	29
Policy statement 3: Engage Families and Communities	34	24
Policy statement 4: Enabling Policy Environment and Effective Implementation	19	13

In tandem with the findings on distribution of interventions across the different education levels, findings from the rapid assessment point to spread of individual partners interventions across more than one policy statement.

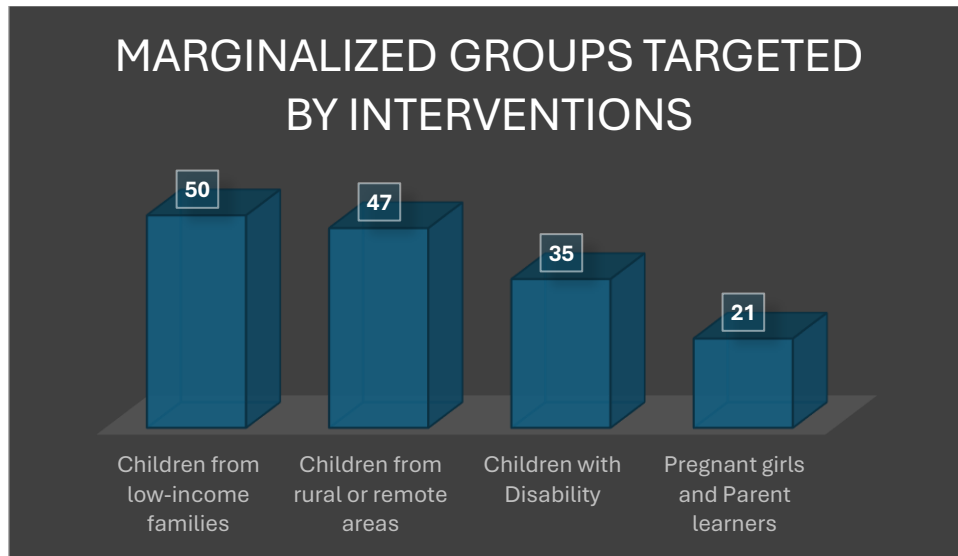
It however emerged from the data that most (34%) of the interventions are aligned with Policy statement one. This is followed by Policy Statement 2 (Targeted Support for Vulnerable Learners) and Policy Statement 3 (Engaging Families and Communities) at 29% and 24% respectively.



Notably, Policy Statement 4: Enabling Policy Environment and Effective Implementation was mentioned but lacks corresponding data, indicating either limited reporting or lower engagement in this area.

From the findings above, one may assume that most partners are prioritizing direct interventions at the school and learner level, with comparatively less emphasis on systemic and policy-level support.

Summary of Targeted Marginalized Groups under the Radical Inclusion Policy



The Radical Inclusion Rapid Assessment Report shows that education partners have prioritized support for children from low-income households and those living in rural or remote areas, with 86% and 81% of interventions respectively targeting these groups. This is followed by children with disabilities (60%) and pregnant girls/parent learners (36%).

While the strong focus on socioeconomic and geographic vulnerability is commendable, the current distribution of interventions, when viewed alongside the 2023/2024 ASC data—which reports a re-enrollment rate of less than 30% for pregnant schoolgirls—suggests that greater efforts are needed to address the complex educational needs of adolescent mothers at both the primary and secondary levels.

Similarly, feedback from key informant interviews (KIIs) indicates that more can be done to more deliberately center the education needs of children with disabilities, ensuring that interventions are inclusive and responsive to their specific challenges.

Importantly, the KII respondent from Sight Savers pointed out that the clarity and operational guidelines of the Radical Inclusion policy may need to be improved to, for example, provide clear pathways for addressing the needs of children with disabilities, providing a clear road map towards integrating inclusive education within its framework.

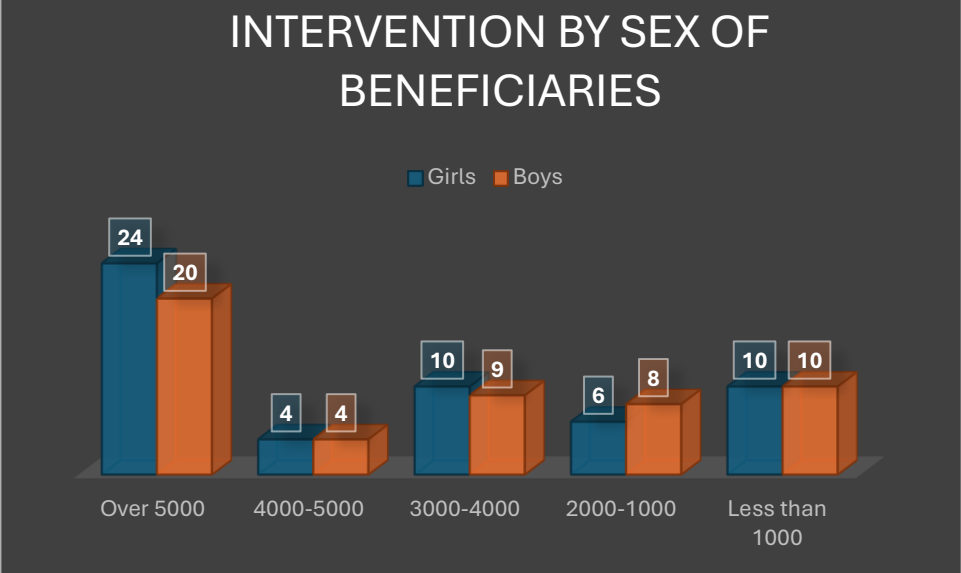
Summary of scale of reach of interventions by sex of beneficiaries.

The *Radical Inclusion Rapid Assessment Report* reveals that education partners have prioritized support for girls, with 41% of interventions reaching over 5,000 female beneficiaries,

the highest share among all reporting categories. This is followed by interventions reaching between 3,000–4,000 and fewer than 1,000 girls, each accounting for 17% and 16% of interventions respectively. Smaller proportions reached 1,000–2,000 girls (10%) and 4,000–5,000 girls (7%).

Similarly, strong engagement was reported for boys, with 34% of interventions reaching over 5,000 male beneficiaries. This was followed by interventions targeting fewer than 1,000 boys (17%) and 3,000–4,000 boys (16%). Fewer interventions reached 1,000–2,000 (14%) and 4,000–5,000 boys (7%).

The data reflects a relatively balanced approach to reaching both girls and boys across various implementation scales. However, the slightly higher number of large-scale interventions targeting girls suggests a deliberate effort by partners to address gender-based barriers to an inclusive approach that aligns with the objectives of the Radical Inclusion Policy.



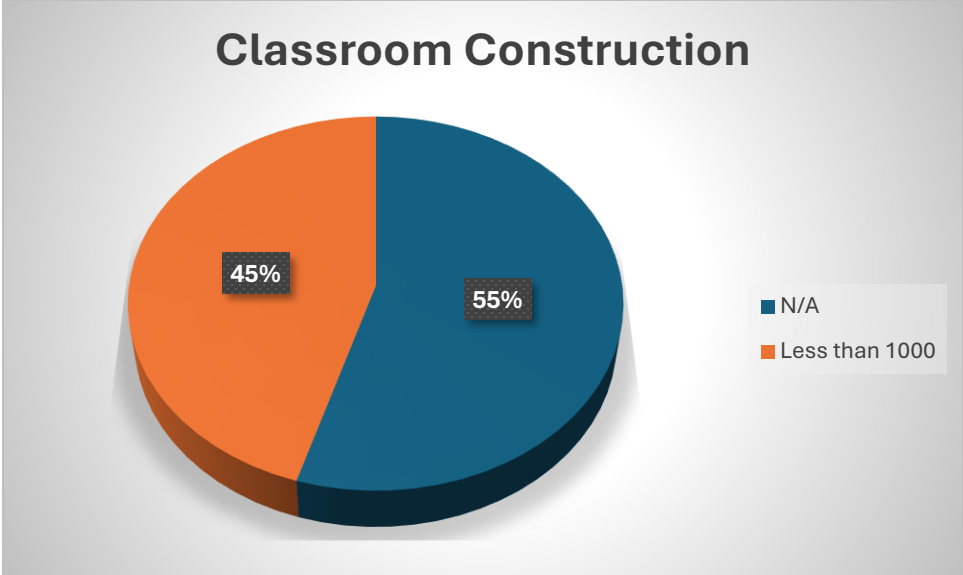
As depicted in the graph above, 24 interventions reported reaching over 5,000 girls, compared to 20 interventions for boys. At lower beneficiary scales, the number of interventions for both sexes remained closely aligned, signaling a commitment to gender equity in programming.

This trend aligns with enrolment patterns captured in the 2023/2024 Annual School Census, which indicates a marginally higher overall enrolment of girls across all education levels, but a more pronounced gender disparity favoring boys at the junior and senior secondary levels.

Infrastructure:

Classroom Construction

The findings from the RI Rapid Assessment show that classroom construction is not a universally prioritized area among implementing partners. Nearly half of the assessed interventions (29 interventions or 55%) reported no engagement in classroom construction, while 24 interventions (45%) contributed to classroom development on a small to moderate scale, building fewer than 1,000 classrooms.

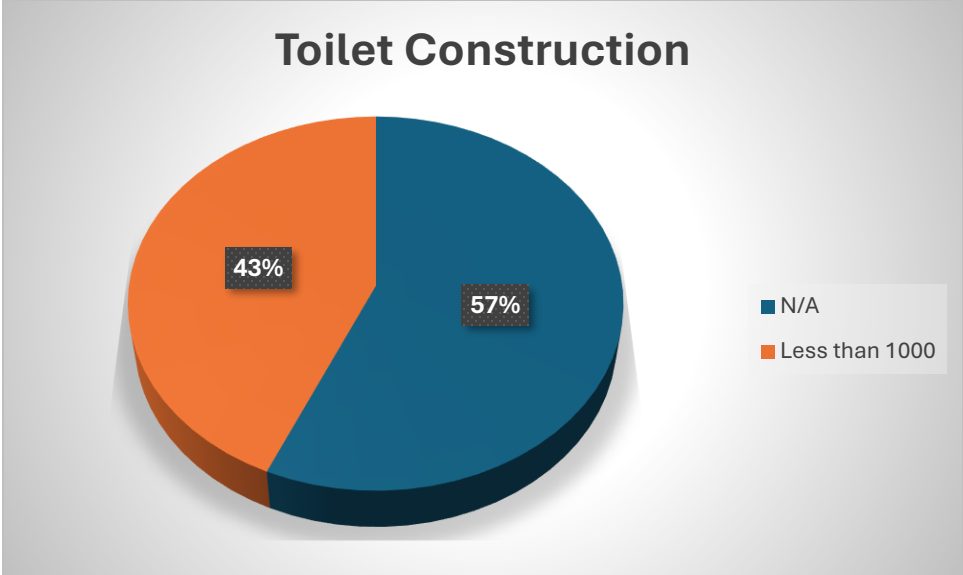


The limited attention to construction of classrooms by development partners does not correspond with the current enrollment demands: the average pupil-to-classroom ratio remains unfavorably high, especially for classrooms in good condition, with an average of 79 pupils per classroom, and 56 pupils per permanent classroom (ASC (2023/2024)).

Summary of Toilet Construction Under Radical Inclusion Partner Interventions

A total of 30 partners (57%) reported no engagement in toilet construction activities while 23 (43%) partners reported constructing fewer than 1000 toilets in the period of their intervention.

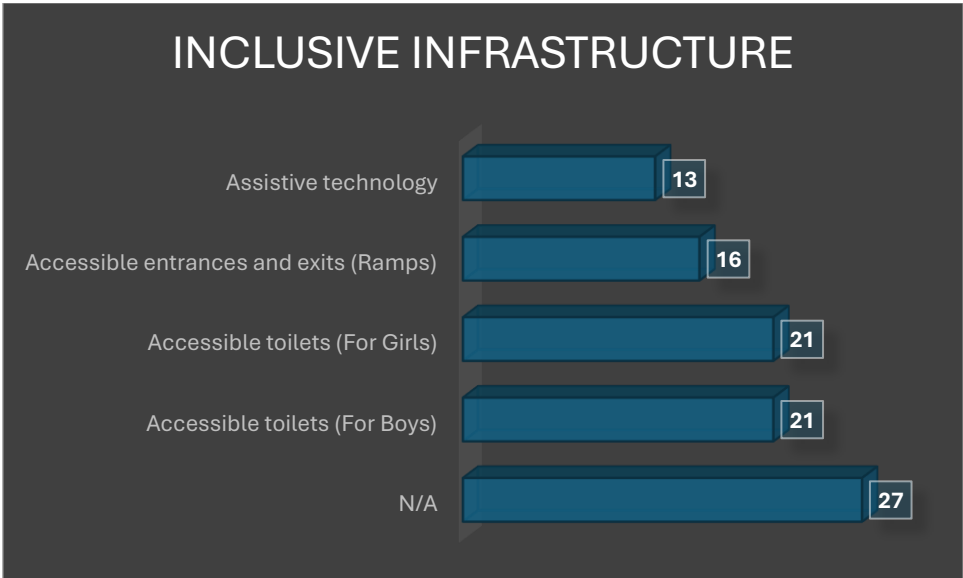
The suggested findings of low attention to toilet construction resonate with related findings by ASC (2023/2024): pupil-to-toilet ratios remain unacceptably high, on average the pupils per drop hole is 173 in senior secondary schools, 130 in junior secondary schools and 146 in primary schools.



Inclusive Infrastructure

The Radical Inclusion Rapid Assessment highlights limited partner investment in inclusive infrastructure: 53% of interventions reported no support in this area. Only 8% of interventions provided a combination of accessible entrances, exits, and toilets for both boys and girls; 9% supported accessible toilets only; 3% combined toilet facilities with assistive technology; 2% provided ramps and assistive technology; while just 10% offered a comprehensive package of accessible entrances, toilets, and assistive devices.

These findings underscore persistent gaps in the provision of inclusive infrastructure, leaving many learners with disabilities without the necessary support to access safe and equitable learning environments.

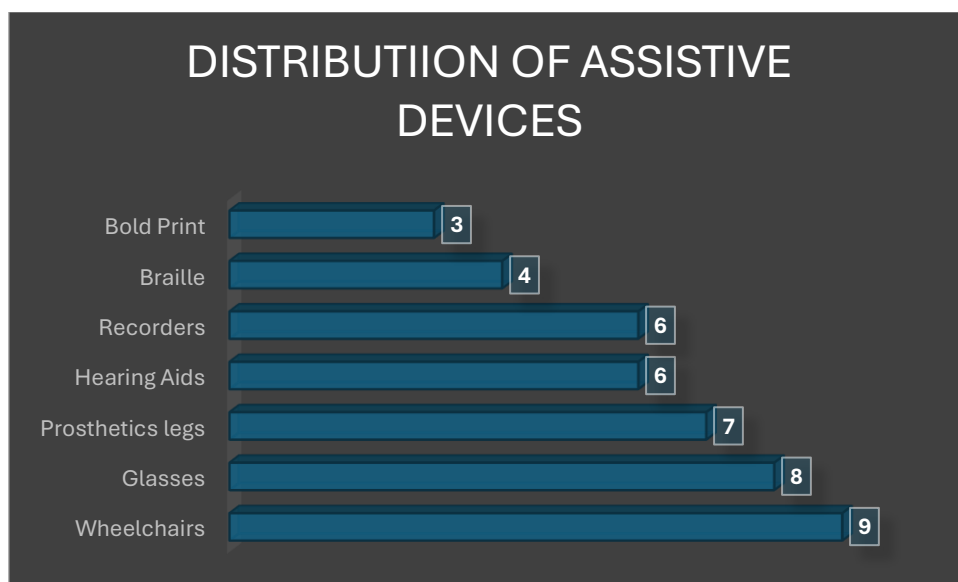


This finding aligns with the 2023/2024 Annual School Census, which recorded only 1,830 schools (14%) reporting infrastructure or services to support children with disabilities

Assistive Device Provision

The Radical Inclusion Rapid Assessment revealed that the provision of assistive devices by education partners is both limited and uneven. The most commonly reported support included wheelchairs (21%), glasses (19%), and prosthetic legs (16%), with fewer interventions supplying hearing aids (14%), audio recorders (14%), Braille materials (9%), or bold print resources (7%).

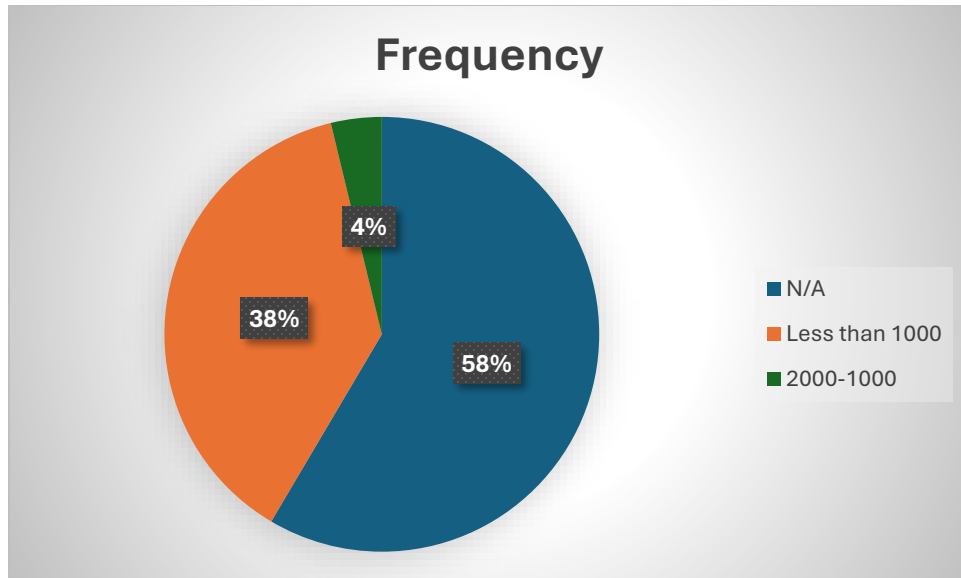
These findings highlight a fragmented approach that primarily addresses mobility and vision needs, with minimal attention to learning-specific or sensory disabilities.



This is disproportionately low given that the total population of children with disabilities enrolled in schools stands at 35,969 (ASC 2023/2024). As such, a vast majority of learners with disabilities attend schools without access to the necessary tools to support their participation and learning.

Teacher Development Training

According to the Radical Inclusion Rapid assessment findings, pre-service teacher training remains significantly under-supported. Over half of the partners (58%) report that they did not intervene in this area; zero. 38% had related intervention that supported fewer than 1,000 pre-service teachers; and only 4% reached between 1,000 and 2,000 pre-service teachers. This reflects largely small-scale efforts. This fragmented and resource-constrained approach is inadequate to address the growing shortage of qualified teachers.

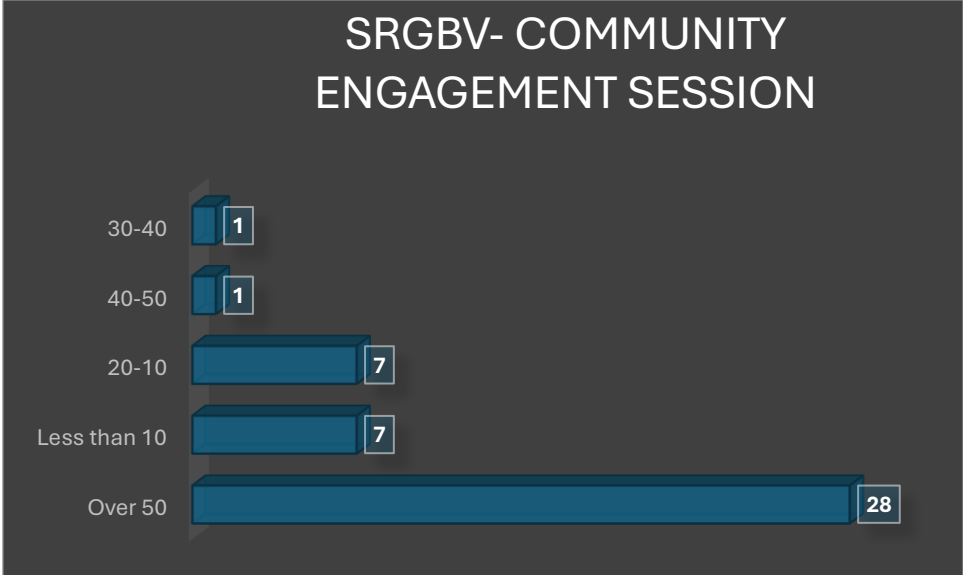


School-Related Gender-Based Violence (SRGBV)

The Radical Inclusion Rapid Assessment highlights strong partner intent in addressing School-Related Gender-Based Violence (SRGBV), but implementation remains fragmented and uneven.

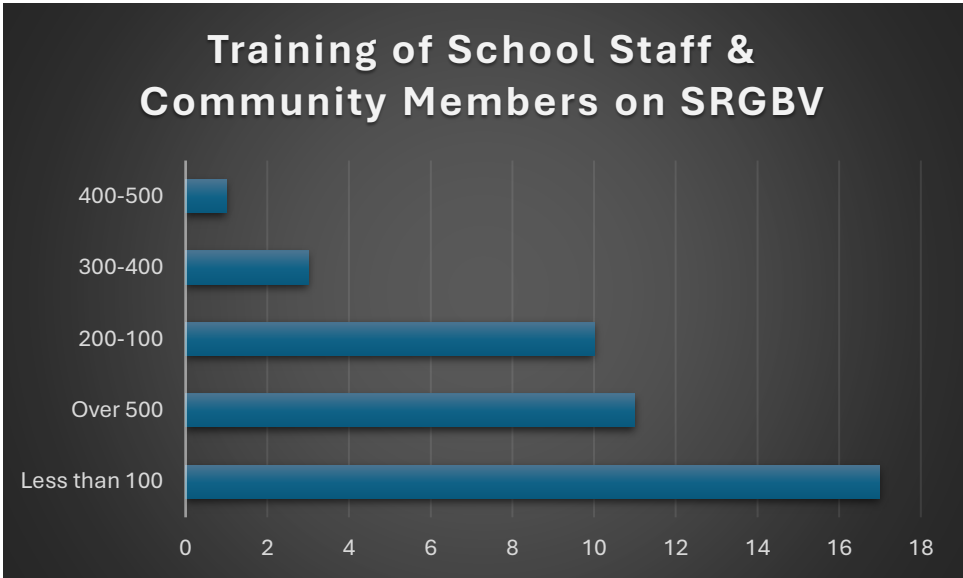
Community Awareness Raising Session

The Radical Inclusion assessment reveals varied levels of partner engagement in SRGBV community awareness-raising activities. While 64% of interventions conducted over 50 indicate strong commitment to community engagement, implementation across the board remains inconsistent. Approximately 16% of interventions delivered fewer than 20 sessions, with 16% conducting fewer than 10, and another 11.5% holding between 10 and 20. Very few interventions operated at moderate scale, with only 2% each conducting between 30–40 and 40–50 sessions.



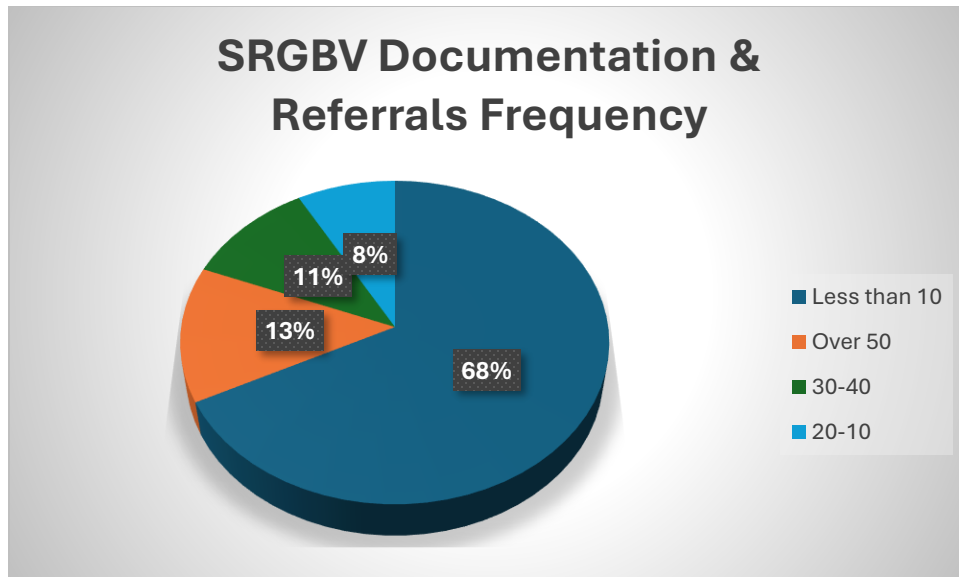
Training of School Staff and Community Members on prevention & response to SRGBV

The Radical Inclusion assessment reveals that training of school staff and community members on School-Related Gender-Based Violence (SRGBV) remains limited in scale and reach. Over a quarter of interventions (40%) trained fewer than 100 individuals, while 16% reached between 100 and 200, reflecting predominantly small to moderate-scale efforts. Only 26% of interventions reported training over 500 participants, and 7% reached between 300 and 500 individuals.



SRGBV Case Management: Documentation & Referrals

The Radical Inclusion assessment reveals that documentation and tracking of School-Related Gender-Based Violence (SRGBV) cases remain limited across partner interventions. Over 60% of interventions reported fewer than 10 cases, while only 13% documented more than 50, indicating fragmented reporting systems and potential underreporting.



This trend is consistent with the 2023/2024 Annual School Census, which found that only 123 out of more than 13,000 schools reported SRGBV incidents during the school year. While 2,852 schools indicated having redress mechanisms in place, only 66 schools, just over half of those that reported incidents, confirmed making appropriate referrals.

SRGBV Reporting Frameworks to prevent and respond to abuse

The Radical Inclusion assessment reveals that frameworks to prevent and respond to School-Related Gender-Based Violence (SRGBV) remain fragmented and inconsistently applied across partner interventions. Each intervention referenced a different policy or mechanism, with no single framework cited more than once. Reported tools included safeguarding and child protection policies, whistleblowing procedures, referral pathways, suggestion boxes, and community by-laws.

A few partners referenced the SRGBV Manual, Radical Inclusion Policy, or the Whole School Approach, while others indicated no framework or reported "N/A".

This lack of standardization reflects a disjointed approach to safeguarding, limiting the coherence and effectiveness of prevention and response efforts

SECTION B

In this section we draw on insights from key informant interviews to present illustrations of specific interventions by some of the partners and the key success and challenges in implementing interventions under each of the 4 policy statements for the Radical inclusion policy.

Example of ‘successes’ and the emergence of interventions linked to each of the Policy statements:

B.1: Policy Statement One– Creating an Inclusive Learning Environment

Several partners have demonstrated strong and sustained commitment to the implementation of the Radical Inclusion Policy, particularly in supporting pregnant girls, adolescent mothers, out-of-school girls, and girls with disabilities. There has been considerable efforts towards improving infrastructure (number and inclusivity) and making learning (spaces and tools) more accessible to learners with disability through specific interventions including:

Classroom Construction

While nearly half (55%) of partner interventions did not include classroom construction, 45% (24 interventions) reported investments in new learning spaces, albeit at small to moderate scale. These efforts are a strategic response to the persistently high pupil-to-classroom ratio—averaging 79 pupils per classroom, as reported in the 2023/2024 Annual School Census—and reflect a growing commitment to easing overcrowding and enhancing the physical learning environment.

Toilet Construction

To address the critical gaps in sanitation infrastructure, 23 partner interventions supported the construction of fewer than 1,000 toilets. Although the scale remains limited, these contributions support national efforts to reduce the pupil-to-toilet ratio, which remains alarmingly high, particularly at the senior secondary level (173 pupils per drop hole). These interventions represent incremental yet meaningful progress toward ensuring safe, hygienic, and gender-responsive WASH facilities in schools.

Inclusive Infrastructure

Approximately one-third of partners supported the provision of inclusive facilities, including accessible toilets for boys (22%) and girls (21%), as well as ramps (16%) to improve mobility.

Additionally, 13% of interventions included assistive technologies. These investments contribute to the development of more inclusive school environments, in alignment with the Radical Inclusion Policy. Nonetheless, with only 15% of schools nationwide reporting any disability-inclusive infrastructure (ASC 2023/2024), the findings signal an urgent need for scaled and standardized approaches.

Provision of Assistive Devices

A range of assistive devices were distributed across interventions, including wheelchairs (21%), glasses (8%), prosthetic legs (7%), hearing aids and recorders (6% each), Braille materials (4%), and bold print resources (3%). Though coverage remains modest, these devices are critical enablers of participation and learning for children with disabilities. Their provision reflects a growing recognition of the diverse needs of learners and the importance of individualized support to advance inclusive education.

B.2: Policy Statement Two– Target Support for Vulnerable Learners

Pregnant Girls & Adolescent Mothers:

Operating across four districts, Kambia, Koinadugu, Moyamba, and Pujehun, **UNFPA** intervention model is marked by several notable achievements:

Targeted Reintegration Support

- UNFPA successfully reintegrated approximately 2,000 girls annually into formal education.
- Beneficiaries receive two-month remedial classes, back-to-school kits (including menstrual hygiene materials), and ongoing support from Community Learning Centre (CLC) coordinators.
- Reintegration completion rates range between 83–87%, with 3–7% of reintegrated girls being children with disabilities.

Community-Based Child Protection and Safeguarding

- UNFPA applies a community-led model for identifying and supporting at-risk girls, engaging paramount chiefs, Mammy Queens, and religious leaders.
- CLC coordinators and district literacy officers have been trained on GBV referral pathways, and there is a clear linkage to local health facilities for antenatal and family planning services.

High Attendance and Retention

- Post-reintegration school attendance is strong, with some districts like Koinadugu achieving up to 90%.
- Attendance rates are generally on par with peers, and digital systems are expected to improve learning outcome monitoring.

Catch-Up and Life Skills Education

- UNFPA's remedial package includes literacy, numeracy, life skills, and sexual and reproductive health education, facilitating both academic and psychosocial reintegration.
- Local tailoring of school uniforms supports community livelihoods.

Sustainable and Scalable Model

- UNFPA avoids creating parallel structures by strengthening existing government systems.
- Interventions are scalable, designed to expand progressively into new communities using lessons learned.
- Monthly stipends for CLC coordinators reinforce teacher accountability and retention.

Children with Disabilities

Sight Savers, through its Leh Wi Lan Program, has contributed significantly to the Radical Inclusion Policy through a systems-strengthening approach to disability-inclusive education, safeguarding, and gender and inclusion, with the following key achievements:

Establishment of Inclusion Champions

- Community-based teachers trained to identify, refer, and support children with disabilities (CWDs).
- Serve as critical links between schools, families, and service providers, ensuring continuity of support and improved school retention for CWDs.

Integrated Safeguarding Systems

- Use of Boys and Girls Clubs, Suggestion Boxes, and trained safeguarding focal people in schools to ensure confidentiality and response to SRGBV and other protection issues.

Strong Policy and System Linkages

- Engagement in national policy feedback mechanisms such as the National Technical Advisory Committee (NTAC).
- Collaboration with the Ministry of Education to escalate field challenges and refine disability-inclusive strategies.

Evidence of Positive Impact

- Improved school attendance and learning outcomes for CWDs reported through anecdotal field visits and success stories.
- Effective referral pathways were established to provide assistive devices (e.g., eyeglasses, crutches, hearing aids).

Community-Informed Practice

- Active participation of Organizations of Persons with Disabilities (OPDs) in planning and accountability processes.
- Monthly district-level coordination and data collection on screening, assessment, and referral.

Sustainability through Systems Thinking

- Focused on long-term reform rather than isolated interventions by embedding practices within the national education architecture.

World Hope International (WHI) has demonstrated a comprehensive and community-based model of inclusive education through its Child Sponsorship Program and Enable the Children program, with the following notable successes:

Direct Support to Marginalized Learners

- Over 4,000 learners supported through school supplies, tuition, disability-accessible infrastructure (e.g., ramps), and tailored teacher training.
- Specialized support for children with hearing impairments through partnerships with schools like St. Joseph's School for the Hearing Impaired.

Rehabilitation and Inclusive Services

- Provision of physiotherapy, occupational therapy, and psychosocial support to over 1,200 children living with disabilities (CLWD).
- Locally made assistive equipment such as supportive chairs, standing frames, and commodes.

Inclusive Teacher Capacity Building

- Regular in-service training on disability awareness for teachers.
- Strong engagement with SMCs and community leaders to promote inclusive practices and safeguard children.

Evidence of Impact

- Documented improvements in learner participation, classroom placement, teacher responsiveness, and parental confidence.
- Transition of older CLWDs into vocational skills training (e.g., tailoring, welding).
- Piloting home-schooling models for children with severe disabilities.

Community and Cross-Sector Collaboration

- Strong alignment with the Ministry of Education via a Service Level Agreement.
- Collaboration with health and disability-focused partners such as One Family People, Sierra Leone Autistic Society, and Humanity Inclusion.

B.3: Policy Statement Three- Engaging Families & Communities

Catholic Relief Services (CRS) has effectively leveraged its School Feeding Program in Koinadugu and Falaba districts as a multi-sectoral platform for family and community engagement, with the following notable successes:

Strengthening Community Ownership and Participation

Mother Support Groups play a central role in the program by:

- Cooking school meals
- Providing condiments through community gardens
- Screening under-five children for malnutrition
- Leading door-to-door education sensitization, reinforcing the value of schooling within households.
- Community members contribute ingredients and labor, demonstrating strong local ownership and enhancing the sustainability of the program.

Promoting Women’s Empowerment and Local Leadership

Savings and Internal Lending Communities (SILC groups)—comprised of around 25 women per group—serve as advocacy and action platforms, mobilizing community resources to:

- Support community teachers
- Improve WASH infrastructure
- Finance pupil needs, reinforcing parental investment in education.

Boosting Enrolment and Attendance

- Since its inception in 2008, school attendance has risen significantly—from a baseline of 64% to 94%, as of the latest midline evaluation.
- Schools situated near borders report inflows of pupils from neighboring communities, reflecting the program’s attractiveness and wider regional impact.

Institutionalizing Inclusive Stakeholder Engagement

CRS coordinates quarterly stakeholder review meetings involving Paramount Chiefs, District Councils, School Management Committees (SMCs), and school administrators to:

- Review implementation progress
- Address operational bottlenecks
- Strengthen joint accountability and planning

Integrating Nutrition, Health, and Education Services

- Beyond food provision, CRS integrates health screenings, deworming, WASH promotion, and nutrition education, fostering holistic child development and linking schools more closely with community health systems.
- Pregnant and lactating mothers receive nutritional assistance, further reinforcing household-level engagement.

Home-Grown School Feeding

- By contracting local vendors who procure produce from community farmers, CRS fosters economic empowerment, local ownership, and sustainability, while ensuring meal freshness and relevance.

B.4: Policy Statement Four- Enabling Environment

Moderate Effectiveness of National Coordination Structures:

- 27% of partners rated the Radical Inclusion Steering Committee and Education Development Partners Group as "Effective" and 8.2% as "Very Effective", indicating that national-level coordination structures are playing a recognized role in policy oversight and strategic alignment.

Positive Perception of District-Level Coordination:

- 27.87% of interventions also rated district coordination mechanisms—such as school committees and community forums—as "Effective", with 6.56% as "Very Effective", showing that many district structures are supporting collaboration and policy implementation at the local level.

Functioning Coordination Mechanisms:

- The presence and activity of multi-stakeholder coordination structures (both at national and district levels) are acknowledged as pivotal to advancing the Radical Inclusion Policy, even though improvements are needed.

Cross cutting challenges in the implementation of intervention

Through the KII's several challenges facing the successful implementation of the Radical Inclusion policy were identified:

Inconsistent Messaging and Limited Awareness

- Inadequate sensitization has resulted in poor understanding of the policy among teachers, school leaders, and communities.
- Communication is often overly technical and not locally contextualized.
- Implementation efforts are heavily focused on pregnant girls, with minimal attention to other excluded groups such as children with disabilities (CWDs).

Capacity Gaps in Schools

- Widespread lack of expertise in special and inclusive education among teachers.
- Limited access to inclusive teaching materials and insufficient training on adaptive pedagogy.
- Shortage of WASH facilities and disability-accessible infrastructure in schools.
- Lack of post-secondary transition pathways for learners with severe disabilities.

Social and Economic Barriers

- Persistent stigma and discrimination against pregnant girls and adolescent mothers.
- Lack of childcare services deters school re-entry for young mothers.
- Informal school fees—such as payments for extra classes or exams—undermine the Free Quality School Education (FQSE) policy, especially for the poorest learners.

Weak Intersectoral Coordination and Institutional Gaps

- Limited collaboration between the Ministries of Education, Health, Gender, and Social Welfare.
- Overreliance on non-functional or under-resourced child protection structures.
- Absence of a robust inter-ministerial accountability framework to drive joint implementation and ownership.
- No clear operational roadmap for embedding disability-inclusive education within the RI Policy framework.

Strategic Recommendations

Standardize and Localize Messaging

- Develop simplified, culturally relevant communication tools to improve awareness and understanding of the policy among educators and communities.

Invest in Inclusive Education Systems

- Scale up teacher training on inclusive pedagogy and special needs education.
- Expand infrastructure development to include disability-accessible facilities and assistive technologies.
- Allocate funding for psychosocial support and learning materials tailored to the needs of marginalized learners.

Address Social and Financial Barriers

- Enforce anti-discrimination policies in schools and build awareness on the rights of adolescent mothers.
- Introduce community-based childcare solutions to support school re-entry.
- Strengthen monitoring to eliminate informal fees and ensure equity in school access.

Strengthen Coordination and Accountability

- Institutionalize inter-ministerial coordination mechanisms and define roles for joint planning and delivery.
- Revive and adequately resource child protection structures to support vulnerable learners.
- Develop a detailed, inclusive implementation plan with a strong focus on disability and intersectional equity.

Recommendations from MBSSE

- **WASH in Schools:** NGOs implementing WASH programs should ensure schools are equipped with essential hygiene materials, while school heads, under MBSSE oversight, remain responsible for their proper use and maintenance to promote a safe and inclusive learning environment.
- **Sustainability of WASH Interventions:** Greater emphasis should be placed on the sustainability of WASH interventions in schools, including the use of locally available, reusable, and environmentally friendly hygiene products.
- **Follow-Up on SRGBV Cases:** Mechanisms should be strengthened to ensure timely and comprehensive follow-up of reported cases of School-Related Gender-Based Violence (SRGBV), including appropriate referrals and access to support services.
- **Geographic Coverage and Equity:** Attention should be given to the equitable distribution of partner interventions, as some partners currently concentrate activities in specific localities, creating disparities across districts.
- **Geospatial Mapping of Partner Activities:** A simplified geospatial tracking tool should be developed to map partner interventions by location, supporting improved planning, coordination, and identification of underserved areas.

Limitations of the Study

The study relied heavily on self-reported data, which may have introduced bias.

Recommendations for Future Studies

Future assessments should incorporate field-level validation and triangulation with beneficiary feedback. It is also recommended to establish baseline indicators and strengthen routine data systems to support longitudinal tracking.

organization	Focal person	Designation	Contact Number	Email address	Projects /Intervention	District(s)	School Level
Brac Siera Leone	Dominic Wadegu	Head of Programmes	+23275157462	dominic.owa degu@brac.net	Community led two generation Approach	Kailahun, Bo. Pujehun, Port Loko	Pre-primary
Catholic Relief Services	Paul Diouf	Chief of Party	+23279500866	paul.diouf@crs.org	McGovern-Dole International Food for Education and Child Nutrition	Koinadugu Falaba	Pre-primary Primary
EduNations Inc	Program Manager	Program Manager	+232076110373	isaac@edunations.org	Education for all project	Koinadugu Bombali Tonkolili Port Loko Karene	Pre-primary Primary Junior secondary Senior secondary
STREET CHILD OF SIERRA LEONE	Mohamed Sheku Turay	Project Manager	+23276280865	medpapa@streetchild.sl	EDUCATION FOR ALL	Kailahun Kenema Kono Bo Bonthe Moyamba Pujehun Koinadugu Bombali Tonkolili Port Loko Kambia Karene Falaba Western Area Rural	Primary Junior secondary

						Western Area Urban	
Street Child of Sierra Leone	Cecilia Mansaray	Cecilia Mansaray	+23276622718	cecilmummy@streetchild.sl	Times of Transformation UKAM-6	Koinadugu Bombali Tonkolili Falaba	Primary
Education For All Coalition Sierra Leone	Charles Desmond Kamara	Project Officer	+23276957972	charlesdesmond@gmail.com	Accelerating CSOs policy engagement for responsive gender and special needs education	Kailahun Kenema Kono Bo Bonthe Moyamba Pujehun Koinadugu Bombali Tonkolili Port Loko Kambia Karene Falaba Western Area Rural Western Area Urban	Primary Junior secondary Senior secondary
Evangelical Fellowship of Sierra Leone	Mr. Jonathan Bambara	Project Team Lead	+23276637753	Jbambara1976@gmail.com		Bonthe	Pre-primary Primary

World Hope International	Sahr Kpakima	Child Sponsorship Manager	+23276902893	sahr.kpakima@worldhope.org	Child Sponsorship and Enable the Children	Bombali Tonkolili Karene Western Area Rural Western Area Urban	Pre-primary Primary Junior secondary Senior secondary
Cotton Tree Foundation Sierra Leone	Umaru Fofanah	Sponsorship Coordinator, World Servants Netherlands Project Team Lead and Deputy Team Lead Education	+23276161945	umarufofanah@yahoo.com	Ensuring Quality Education in Sierra Leone	Port Loko Kambia Western Area Rural	Pre-primary Primary Junior secondary Senior secondary
Sierra Leone Friends of Humanity	MR. LEBBIE	Deputy Country Director	+23277712136	sierraleonefriendsofhumanity@gmail.com	school Building project	Tonkolili	Primary
CGA Technologies	Muniru Kawa	Country Coordinator	+23276539718	munirukawa@cgatechnologies.org.uk	Girls In School Initiative	Port Loko Kambia Western Area Rural Western Area Urban	Primary
The Rawlings Foundation Sierra Leone	Mr Abdul Mohammed Conteh	Executive Director	+23276522407 +23280741954	highlandssl20@gmail.com	Capture Sierra Leone for Jesus and Impact West Africa	Western Area Rural Western Area Urban	Junior secondary Senior secondary

Plan International Sierra Leone	Alhaji Foday Kabba Daramy	Education Programme Manager	+23276499067	Alhaji.Daramy@plan-international.org	Integrated School Feeding Programme-Phase 3; Integrated School Feeding Programme-Phase 4; Integrated School Feeding Programme-Phase 5; Teacher Training for Inclusive Girls Education; Community Sponsorship Programme; SHE LEADS; Promoting universal Sexual and Reproductive Health and Rights of vulnerable adolescents in West Africa;	Kailahun Moyamba Koinadugu Port Loko Western Area Rural Western Area Urban	Pre-primary Primary
Free Education Project	Project Coordinator				Policy, Governance, Accountability and System Administration Component;	Kailahun Kenema Kono Bo Bonthe Moyamba Pujehun Koinadugu Bombali Tonkolili Port Loko Kambia Karene	Primary Junior secondary

						Falaba Western Area Rural Western Area Urban	
ActionAid Sierra Leone	Arun Conteh	Education Specialist	+23276695889	arub.conteh @actionaid. org	Action to Empowered Marginalized Adolescent Girls and Grace & John Perkin	Bo Bonthe Western Area Urban	Junior secondary
UNFPA	Niamh Ni Ruairc	Gender and Adolescent Health and Rights Specialist	+23230953199	orourke@unf pa.org	Global Program to End Child Marriage, Protecting and Empowering Girls to Reach their Full Potential, Spotlight Initiative	Kailahun Moyamba Pujehun Koinadugu Kambia Falaba	Primary Junior secondary Senior secondary
AVSI Sierra Leone	Tamba Jimmy	Project Manager	+23276221629	Jimmy.tamb a@avsi.org	Distance Support Project	Bombali Western Area Urban	Pre-primary Primary Junior secondary Senior secondary
The Association of Language and Literacy Educators - Reading Sierra Leone	Alhajie Sallieu Kanu	Director of Programmes and Partnership	+23278444902	hajjkanu@ya hoo.com	Teaching and Learning in Fragile Context Project	Kenema Bo Port Loko Western Area Urban	Primary

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ONE GIRL	SIA MAMAH LAJAKU-WILLIAMS	PROGRAMS & PARTNERSHIPS DIRECTOR	+23276626450	slw@onegirl.org.au	Girls in School Programme	Tonkolili Western Area Rural Western Area Urban	Junior secondary Senior secondary
Pikin-To-Pikin Movement	Abdulai Deadehwei Swaray	Executive Director	+23276646220	13 Macdonald Street, Freetown, Sierra Leone	WASH in schools, Safe Space for Women and Children, Study Group for Slow Learners	Kailahun Bombali Tonkolili	Primary
The Learning Foundation Sierra Leone	Saio G. Marah	Program Manager	+23288630582	programs@thelearningfoundation-sl.org	Improving Reading Skills of Students in Targeted Primary and JSS schools	Bo Bonthe Koinadugu Tonkolili Falaba Western Area Rural Western Area Urban	Primary Junior secondary
Eshadai Foundation SL	Abator Funna & Augustine Moses	Managers	+23278888961 +23276452034	Mabintyfunna@gmail.com /	National School Feeding Programme	Kono	Pre-primary Primary
SOS Children's Villages Sierra Leone	Kargbo Osman	Program Development Manager • Program	+23276564086	osman.kargbo@sossierraleone.org	Pre-Primary, Primary & Secondary	Bo Bombali Western Area Urban	Pre-primary Primary Junior secondary

							Senior secondary
Develop Africa Sierra Leone	Mr Emeka King	Programs Manager	+23276668416	emekaking@developafrica.org	Child Friendly Education	Bo Bombali Karene Western Area Rural Western Area Urban	Pre-primary Primary Junior secondary Senior secondary
Restless Development	Lesley Garura	Hub Director	+23274183671	lesley@restlessdevelopment.org	Power Up- Girls Education Initiative	Moyamba Bombali	Primary Junior secondary Senior secondary
Handicap International/ Humanity & Inclusion (HI)	Yankuba Forbie	Project Manager	+23288028888	y.forbie@hi.org	Girls Education Challenge Transition	Kailahun Kenema Kono Moyamba Port Loko Karene	Primary Junior secondary
Direct Response Development Organisation	Ibrahim B. Kamara	Executive Director	+23276647970	directresponse2012@gmail.com	School Sanitation and Hygiene Education - Under The Rural WASH Program	Kono	Primary Junior secondary
Elevating Education Everywhere (E3-SL)	Abdul Kemoh	National Coordinator	+23278457378	e3sierraleone2019@gmail.com	Integrated Health for Child Survival	Bo	
Direct Aid	Haitham Shouman	Country Director	+23230104736	sierraleone@direct-aid-org.	Support to Education	Kenema Bombali Port Loko	Pre-primary Primary Junior

						Western Area Rural	secondary Senior secondary
UNICEF	Florence Roberts	Education Officer	+23275762708	FROBERTS@UNICEF.ORG	1.End School related gender- based violence, 2. A whole school Approach to prevent school related gender based violence (SRGBV): Minimum standards and monitoring framework (Pilot), 3. Promote Safe Schools Initiative to Empower Out-of-School Children, Adolescent Girls', and Children with Disabilities to Access Quality and Inclusive Education in Sierra Leone, 4. Expanding cross sectoral opportunities for the empowerment of adolescent girls and reduction of teenage pregnancy and child marriage through gender-transformative engagements and	Kailahun Kenema Kono Moyamba Pujehun Koinadugu Bombali Tonkolili Kambia Falaba Western Area Rural Western Area Urban	Pre-primary Primary Junior secondary Senior secondary

					social protection (Cash+) programmes. 5. Spot Light Initiative		
SEND SIERRA LEONE	Joseph Ayamga	Country Director	+23278206853	ayamga@sendsierraleone.com	Promoting Equality and women leadership in Education	Kailahun Kenema Kono	Pre-primary Primary Junior secondary Senior secondary
Handicap International/ Humanity & Inclusion	Yankuba Forbie	Project Manager	+23288028888	y.forbie@hi.org	Global Partnership for Education, Education Sector COVID-19 Response Project	Kenema	Primary Junior secondary Senior secondary
Save the Children International (SCI)	Modupe Taiwo	Director of Programme Operations (DPO)	+23480 62234960	Modupe.Taiwo@savethechildren.org	SLE_Education Outcomes Fund_Basic Ed DIB_2021, Right to be a child_2022, and SLE_FOUNDATIONS projects	Kailahun Kenema Bo Pujehun	Primary Junior secondary
ChildFund International	Bando Marah	Education Advisor	+23276416047	bmarah@childfund.org	Increasing Access to Secondary School Education for Of of School girls in Western Area	Western Area Rural Western Area Urban	Junior secondary Senior secondary
Sierra Leone Opportunities Industrialization Centres (SLOIC)	Mr. Ben Allieu Sei	National Executive Director - SLOIC	+232791620-24	sloicnationaloffice@yahoo.com	Vocational Skill Training and Other Support Measures for Young People	Bo Bonthe Bombali Port Loko	Senior secondary

Sightsavers	Tiangay Gondoe	Country Director	+23278364441	tgondoe@sightsavers.org	Education for All	Bombali Karene	Primary Junior secondary
Teach For Sierra Leone	Josephine Saidu	Chief Executive Officer	+23275023677	jsaidu@teachforsier Leone.org	Graduate Leadership Fellowship	Bo Moyamba Pujehun Koinadugu Port Loko Karene Falaba Western Area Rural	Pre-primary Primary
DEVELOPMENT INITIATIVE PROGRAMME SIERRA LOENE (DIP-SL)	Hawa Roselyn Siafa	National Coordinator	+23276635717	dipsl.hrs@gmail.com	School Enrollment and Safe Learning Environment of Out-of-School Children (OOSC) , and Menstrual Hygiene Management for JSS Girls in Bo, Bonthe, Kambia , Kono , Kailahun and Pujehun Districts	Kailahun Kono Bo Bonthe Pujehun Kambia	Primary Junior secondary
Imagine Worldwide	Regina Mamidy Yillah	Executive Director	+232 76 582172 +44 7539819282	regina.yillah@imagineworldwide.org	Digital Foundational Learning Program	Kailahun Bonthe Moyamba Port Loko Karene Western Area Urban	Primary

EducAid Sierra Leone	Miriam Mason Sesay	Country Director	+44 7766 353908/ +232 30 791875	miriam@educaid.org.uk	Sierra Leone Education Innovation Challenge	Port Loko Kambia Western Area Rural Western Area Urban	Primary
OneFamilyPeople SL	Samuel P. O. V Macauley	Operations Director	+23278771859	samuel@onefamilypeople.org	Child Empowerment Programme and Programme for Inclusion and Empowerment	Kono Bombali Kambia Western Area Rural Western Area Urban	Primary Junior secondary Senior secondary
KNIGHT WOMEN FOUNDATION	Mrs khadi Jonjo	CEO	+232 78 515887	khadibaihe@gmail.com	The National School Feeding Program	Tonkolili	Pre-primary Primary
Concern Worldwide	Abu Bakarr Koroma	National Education Coordinator	23276541170	abubakarr.koroma@cincern.net	Safe Learning Model Programme	Tonkolili	Primary
Christian Hands on Women and children in Need (CHOWCHIN) in Sierra Leone	Mrs Jestina Farma	Chief Executive Officer	23276654011		Supporting community school's through strengthening Teacher Retentions and providing school materials to school pupils	Kambia Western Area Rural	Primary
Edify Sierra Leone	Rev. Dr. Samuel G.A Kargbo	Country Director	23276680656	skargbo@edify.org	School Transformation	Kenema Kono Bo Koinadugu Bombali Tonkolili	Pre-primary Senior secondary

						Port Loko Western Area Rural Western Area Urban	
Human Capital Development Plus	Madam Finda Koroma	CEO	2348140000858	Finda.korom a@hcdplus.c om	Supporting girl child education, out of school children, and development of digital skills for the youths through advocacy for increased investments and requisite actions in these areas	Kailahun Kenema Kono Bo Bonthe Moyamba Pujehun Koinadugu Bombali Tonkolili Port Loko Kambia Karene Falaba Western Area Rural Western Area Urban	Pre-primary Primary Junior secondary Senior secondary
BRAC Sierra Leone	Mark Charlie	project manager	23278238423	mark.charlie @brac.net	Community-Led Two Generation Approach in Sierra Leone	Kailahun Bo Pujehun Port Loko	Pre-primary Primary Junior secondary
Cambridge Education/SSEI P2	Mathilde Nicolai	GESI Adviser		mathilde.nic olai@camb- ed.com	SSEIP2	Kailahun Bo Bombali Port Loko Western Area Rural	Junior secondary Senior secondary

Voluntary Service Overseas	Isha Bangura	Programme Implementation Lead	+23276648774	isha.bangura@vsoint.org	ACTIVE CITIZENSHIP	Kailahun Pujehun Western Area Rural Western Area Urban	Primary Senior secondary
Forum for African women Educationist	Joseph Alpha Kamara	Head of Programme	23276465613	jakfawesierraleone.org@outlook	Helping Young women to become Teachers in Rural Communities in Sierra Leone, Girls Access to Education (GATE)	Port Loko Kambia Karene	Primary
Institute for Development Sierra Leone (IfDSL)	Augustus Osborne	Senior Researcher	+23279196837	a.osborne@ifdsl.org	- Radical Inclusion in Education Project - Rural Girls' Education Initiative - Disability Inclusion for Schools	Kailahun Moyamba Pujehun Koinadugu Port Loko Western Area Rural Western Area Urban	Primary Junior secondary Senior secondary
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World vision International	David Pyne	Education Technical Program Manager	+232 78 977 419	david_pyne@wvi.org	Learning Roots	Kono Bo Bonthe Pujehun Koinadugu Falaba	Pre-primary

World Vision International	David Pyne	Education Technical Program Manager			Profuturo	Kono Bo Bonthe Pujehun	Primary
Program for Children	George Fawundu	Deputy Director	076977150	mannahfawundu@yahoo.com	Working with Children and Families in need of education and social support	Bo Bonthe Moyamba Tonkolili Western Area Urban	Primary Junior secondary Senior secondary
Education.org	Giulia Di Filippantoni	Director of Programs	23278885136	giulia@education.org	LEARRN		