

	I.2.1 Improving educational access, experience and outcomes for the most marginalised	I.2.1.a*** enrolment rates I.2.1.b * % of children both boys and girls enrolling in primary education, I.2.1.c * % of children both boys and girls enrolling in secondary education I.2.1d Gross Completion Rate, Primary I.2.1e (**GERF 2.36) Number of students enrolled in education with EU support: (a) primary education, (b) secondary education,	18% (2020) 15.5% (2022) 41.7% (2022) 83.2% (2022) TBC	20% (2026) 30% (2026) 50% (2026) 90% (2026) TBC	EMIS EMIS EMIS EMIS Programme Statistic
	I.2.2 Strengthening the instructional core to improving quality of teaching and learning	I.2.2 *** % classrooms using the new curriculum standards	0% (2020)	TBC	EMIS
	I.3 Increasing food self-sufficiency	I.3a The agriculture orientation index for government expenditures (** SDG2.a.1) I.3b Average income of small-scale food producers, by sex and indigenous status (**GERF 1.1 SDG 2.3.2)	TBC TBC	TBC TBC	TBC FAO
	I.4. Building national environmental resilience and strengthening forest management and wetland conservation	I.4. a) *** Vulnerability to climate change Ranking I.4. b) *** forest coverage is maintained	3 rd most vulnerable country (2014) 8.9 % (2014)	TBC 8.9%	IPCC CIESIN Deforestation dashboard from www.globalforestwatch.org/country/SLE
Direct Outputs	D.1.1 Additional fiscal space is made available and a flexible funding mechanism in place	D.1.1* Transfers to Local Councils	1.1.1 SLL 120 billion (2021)	1.1.1 SLL 180 billion (2027)	1.1.1 Ministry of Finance
	D.1.2 Improved policy dialogue, coordination and funding of resilience relevant sectors (with Ministries such as agriculture, environment, education, local government and rural development)	D.1.2 a)* Number of people directly benefiting from EU supported interventions that aim to reduce social and economic inequality, such as <u>home grown school feeding</u> D.1.2 b)* Number of food insecure people receiving EU assistance(**GERF 2.32)	TBC	TBC	Ministry of Education