



Ministry of Education, Science & Technology
New England, Freetown, Sierra Leone

2ND QUARTERLY REPORT

Leh Wi Lan: Improving secondary education
September 2017

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1 Summary of overall progress

The second programme implementation quarter ran from July to September 2017. It was a busy but exciting quarter as the period marked the national rollout of the in-school teacher continuing professional development (CPD) programme to be driven by MEST’s district cadre of Supervisors and Inspectors and recently recruited School Support Officers funded by Leh Wi Lan. Results of the first annual secondary grade learning assessment were also validated and disseminated during the quarter, thereby establishing baseline information for tracking improvements in pupil learning outcomes over time. MEST commenced development of Lesson Plans (Teacher Guides and Pupil Handbooks) for senior secondary schools (SSS) with support from Leh Wi Lan and IRC, thereby aiming to complete provision of Lesson Plans for teachers at all levels¹. It is anticipated that the teacher CPD programme linked to the provision of Lesson Plans for all teachers and introduction of the annual learning assessment will form the foundation for systematic and results-oriented support to teachers, Principals and pupils in secondary schools for years to come.

The following table provides an overall summary of progress against programme plans during the quarter. The plans include those contained and agreed in the forward planning section (Section 3) of the last Quarterly Report.

Green arrows indicate ‘completed’, amber arrows ‘in progress’ and red arrows ‘not done’.

Table 1 Summary of progress, July – Sept 2017

Programme Output	Key performance indicators	Activities in Quarter 02 (July-Sept 2017)	Overall progress
<i>Output 2: Improving learning conditions in secondary schools</i>	Annual KPIs (Logframe)	Activities: July – Sept 2017	
	1. % of JSS and SSS teachers in English & Maths using materials and teaching effectively	<ul style="list-style-type: none"> • Training of 153 Supervisors and Inspectors • Induction training of 116 new SSOs • National deployment of 125 SSOs to visit all JSSs 	  
	2. No. of JSS and SSS teachers receiving training	<ul style="list-style-type: none"> • Port Loko teacher content remediation pilot 	
	Quarterly KPI milestones July – Sept 2017	<ul style="list-style-type: none"> • Development of SSS lesson plans (teacher guide and student handbook) 	
	1. SSOs recruited and deployed	<ul style="list-style-type: none"> • Identification of competent writers and WASSCE examiners to work on SSS LPs 	
	2. SSS LP drafts reviewed in timely fashion by MEST	<ul style="list-style-type: none"> • TA approved by MEST to support technical review of SSS Lesson Plan drafts 	

¹ Lesson Plans already provided for teachers at primary and junior secondary level


Output 3:
Strengthening
MEST planning
& monitoring
capacity

Annual KPI (Logframe)







No. of actions agreed and delivered based on dashboard progress reports from districts

Quarterly KPI milestones July – Sept 2017

1. MEST Implementation Plan to enable monitoring of updated ESP
2. Analysis and ranking of performance by district in 2017 public exams (NPSE, BECE & WASSCE)

- Assessment of teachers' use of JSS LPs 

Activities: July – Sept 2017

- TA to support finalisation of updated ESP 
- TA to support GPE grant application 
- Support to MEST with ESP Implementation Plan for identifying and monitoring sector performance targets 
- Support to Coordinator's Office including planning for quarterly social mobilisation exercise rescheduled for October 
- Revival of MEST capacity building plan and agreement of schedule for Excel training 
- Analysis and ranking of school performance by district in 2017 NPSE and WASSCE 

Output 4:
Strengthening
district capacity
to hold
schools/teachers
to account

Annual KPIs (Logframe)

1. No. of districts delivering agreed actions based on the on-time monthly dashboard progress reports from schools
2. No. of Districts with at least 75% of all i) JSS schools and ii) SSS schools in District reporting monthly against key priorities
3. % of DSO and SSO reports delivered as planned, on time and reporting activity to improve performance in schools

Quarterly KPI milestones July – Sept 2017

1. DSOs recruited, deployed and working under direction of DDEs
2. Data dashboards created for district planning and monitoring and aggregated for use by Inspectorate

Activities: July – Sept 2017

- Comprehensive 3-week induction training for DSOs 
- Consultation and coordination meeting with DDEs 
- Close management of DSO weekly deliverables and problem-solving 
- Collaborate with DDEs on CPD programme for evaluating SSOs 
- Generate simple data dashboards based on SSO reports and Situation Room data 
- Test school data triangulation / validation through piloting use of SSOs and Supervisors to collect information 
- Ongoing support to Situation Room 
- Support EU project on ToRs for assessment of EMIS capacity within MEST 

*Output 5:
Monitoring,
research and
learning*

Annual KPI (Logframe)

1. Annual student assessment in English and Maths conducted on time, published and with sufficient sample
2. Assessment data used by all stakeholders and data availability and quality improved

Quarterly KPI milestones

July – Sept 2017

Summary of key findings from assessment survey and implications for SSO work disseminated during SSO induction training

Activities: July – Sept 2017

- Complete data cleaning and analysis of SGLA data 
- Produce and circulate final SGLA report 
- Conduct dissemination workshop(s) for relevant stakeholders 
- Conduct benchmarking workshop for MEST stakeholders to evaluate test items and review learning standards 
- Carry out consultations with MEST and other stakeholders on how SGLA results can be best used 
- Develop appropriate evidence products and communication plans for a variety of stakeholders 

2 Programme progress by Output

Programme Output 1, “Keeping girls safe in school” is being implemented by UNICEF as the Girls Access to Education (GATE) programme. Key highlights during implementation of Outputs 2 – 5 during the quarter July to September 2017 are presented in the following section.

2.1 Programme Output 2 – Improving learning conditions in secondary schools

The progress reports on activities below are in line with workplan objectives agreed with MEST in the March Inception Report for implementation during this quarter.

Objective 1: Increase provision and use of structured lesson plans and other appropriate teaching aids to improve teacher effectiveness (initial focus on secondary English and Mathematics based on available resources)

2.1.1 Teachers’ use of JSS Lesson Plans and pupil study materials

The distribution of primary and JSS Lesson Plans and training of teachers at those levels was reported in the last Quarterly Report (QR). Early evidence from Port Loko district that LPs are already improving teachers’ classroom practice was also shared. The 2017 learning assessment survey provides evidence that the **uptake and use of LPs amongst JSS teachers is improving across the country**. A large proportion of teachers (68%) reported using the LPs and most gave positive feedback² on their relevance.

² A communication brief addressing some of the challenges identified, e.g. inability of some teachers to fit all LP activities into one lesson, is available. The full survey report will be available in November.

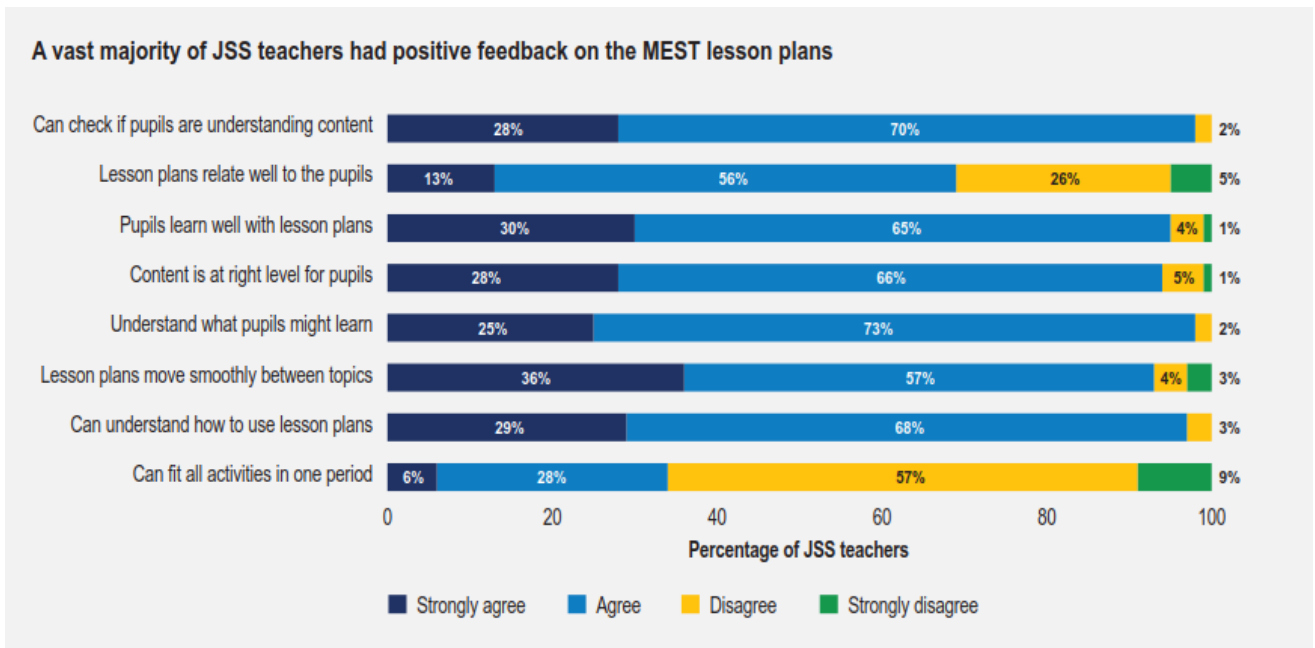


Figure 1 Teachers' views on use and appropriateness of JSS Lesson Plans

2.1.2 Development of SSS Lesson Plans and Pupil Handbooks

The MEST working group on Accelerated Learning approved the provision of SSS Lesson Plans in the last quarter. A detailed schedule for production and distribution of the plans has now been developed and is being implemented. The SSS LPs will consist of a Teacher Guide and a Pupil Handbook. The writing and review stage will run from September to December 2017, printing from December 2017 to January 2018, distribution to schools from February to March 2018, and training of all SSS teachers in March 2018. Under the direction of MEST, the writing and printing stages are being led by IRC, with Leh Wi Lan taking responsibility for distribution and training of teachers. The Inspectorate Directorate will work closely with Leh Wi Lan on planning and implementation of the distribution and training phase.

MEST has taken the lead in approving the scope and sequence of the materials for both English and Maths, directing the technical review of drafts submitted by IRC, and undertaking final quality assurance and sign-off of materials. A team of national consultants vetted by MEST and funded by Leh Wi Lan is supporting the technical review process under the leadership of the Chair of the Accelerated Learning working group.

Objective 2: Establish comprehensive teacher continuing professional development (CPD) programme providing teacher coaching, training and in-school support

2.1.3 Supervisor training and SSO induction and deployment

Le Wi Lan ran a week-long training in September for over 150 Inspectors and Supervisors from all 14 districts with the aim of equipping them to better support the teacher CPD programme. The training content focused on ways to help teachers improve through direct classroom

observation and feedback, and provided practice in training Principals to carry out the same. The training also covered all the key aspects of the skills training received by SSOs, but with the content and training approach tailored to the experience level and wider role held by the Inspectors/Supervisors relative to the new SSOs. The training not only achieved the key objectives set out, but also served as a valuable opportunity to clarify the related but different roles of SSOs and school supervisors and improve understanding and ownership of the Leh Wi Lan programme at district level.

Table 2 Number of MEST Supervisors/Inspectors trained across all 14 districts

District	Supervisors trained
Kenema	12
Kailahun	10
Kono	11
Bo	10
Bonthe	13
Pujehun	11
Moyamba	11
Bombali	11
Tonkolili	9
Port Loko	14
Kambia	13
Koinadugu	17
Western Rural	4
Western Urban	7
Total	153

The previous Quarterly Report detailed the School Support Officer (SSO) pilot programme in Port Loko District as well as the recruitment of SSOs for all Districts. A total of 116 new SSOs (excluding the 9³ already engaged in the Port Loko district pilot) were trained during this quarter and deployed across the 14 Districts. Their training consisted of a 3-week induction programme between August and September covering a week of basic English and Maths training and two weeks of skills training. The skills training included aspects such as effective learning, the observation-feedback cycle, giving effective feedback, leading practice, planning exercises with teachers, and the school improvement cycle. Live practice in classrooms was included as part of the training – this was made possible by scheduling the final week of the training to coincide with the first week of the new school year.

On the last Friday of the training, the week before SSOs were officially deployed in schools, “Principals Meetings” were held in each of the 14 Districts to officially introduce the SSOs to local stakeholders, primarily Principals, but also Inspectors and Supervisors as well as relevant members of civil society. SSOs were officially deployed in schools starting from the second

³ While the Port Loko pilot involved 10 SSOs, 1 left the programme due to personal reasons and an additional SSO was recruited in Port Loko to fill the vacancy. As such, we have 116 new SSOs (and not 115 as mentioned in the previous Quarterly Report).

week of the school year. The model is currently working as expected, with all SSOs successfully integrated in their respective DEOs and working effectively in their assigned schools.

2.1.4 Teacher content remediation

The SSO pilot programme in Port Loko District revealed that many English and Maths teachers had serious content knowledge gaps, limiting their ability to maximise the value of the Lesson Plans. This highlighted the need for a teacher content remediation programme focusing on boosting teachers' content knowledge, alongside the SSO programme focusing on content delivery, in order to ensure that teachers are able to use the Lesson Plans effectively and achieve better student learning outcomes.

To test how a simple teacher remediation model could work in Sierra Leone, the programme conducted a rapid three-week pilot during the summer break in July/August. Four English and five Maths sessions, each lasting two hours, were developed by experts from Leh Wi Lan. Port Loko SSOs, as well as a selection of Supervisors and identified "Star Teachers" were trained to conduct these sessions. Those trained conducted 3-day English and Maths workshops for 130 English teachers and 130 Maths teachers in Port Loko District across 8 clusters, each with 6-12 schools.

Participating teachers were given pre- and post-tests to measure the impact of the programme (see Annex 5). Based on the pre- and post-test results, teachers benefitted significantly from the programme. There was a 14-percentage point (p.p.) improvement in English scores (from 53% to 67%) and a 9 p.p. improvement in Maths scores (from 59% to 68%). Notably, those in the bottom quartile of performance benefitted the most, with an average improvement of 24 p.p. in both English and Maths.

Based on the lessons learnt from this pilot, the programme is developing an outline of the remediation model for national rollout, as well as a proposed timeline and indicative costing.

2.2 Programme Output 3 – Strengthening MEST's capacity to plan, monitor and manage service delivery

The progress reports on activities below are in line with workplan objectives agreed with MEST in the March Inception Report for implementation during this quarter.

Objective 1: Setting targets in line with updated Education Sector Plan (*the additional need to support the GPE application process continued to drive implementation during the quarter*)

2.2.1 Finalisation of ESP update and drafting of MEST Implementation Plan (IP) for ESP monitoring

Work on finalising updates to the ESP continued during the quarter with Leh Wi Lan funding the lead TA driving the activity. In addition, the TA support was extended to developing an Implementation Plan assigning responsibility for delivering aspects of the ESP to MEST directorates and enabling ESP monitoring. This was a direct response to an independent evaluation of the draft ESP carried out by a GPE evaluator. Finalising the costing of the ESP

proved to be challenging primarily because the recent mudslide and flooding disaster made it difficult for MoFED personnel who had carried out the original costing to prioritise the ESP work. To address the challenge, Leh Wi Lan assigned a member of staff with the needed expertise to provide assistance. On the margins of the ESP and IP work, programme TA also supported the GPE Grant Agent, UNICEF, to draft a Concept Note on behalf of MEST as part of the GPE application process.

The following key tasks were completed during the quarter:

- Revisions of the ESP based on independent appraisal by GPE, feedback from district level consultations and national workshop, and additional costing data;
- Conduct of further district level consultations for local ownership;
- Engagement with MEST IMT to fine-tune and prioritise ESP interventions;
- Conduct of National ESP Finalisation Workshop;
- Provision of responses by MEST to ESP Appraisal Report by an external consultant hired by the EDPs and an appraisal report by GPE;
- Support to MEST in the preparation of the Concept Note for the utilization of the GPE ESP Implementation Grant;
- Support to MEST in selection of interventions to be funded by the GPE ESP Implementation Grant, technical review of the Grant Programme Concept Note, revisions of Grant Application documents, and liaisons with the GPE Grant Agent;
- Development of ESP Implementation Plan and engagement of MEST IMT members responsible for implementation of ESP activities.

2.2.2 Sector performance monitoring through analysis of performance by district in 2017 public examinations

The updated ESP, once finalised, will help to strengthen performance management and accountability at national level through clear sector performance targets, annual sector performance reviews and consistent real-time data from districts and schools. The Honourable Minister already tracks sector performance through an annual analysis and ranking of school performance by district in NPSE, BECE and WASSCE exams. This public ranking based on performance is intended to serve as an incentive for improvement. Programme TA supported the 2017 analysis during the quarter. The analysis is not yet complete as BECE results were yet to be released at the time of reporting. Specific tasks carried out in the quarter include:

- Analysis of performance in the 2017 WASSCE and NPSE by candidate, school and subject at national level – includes ranking of candidates and schools;
- Drafting of short reports on 2017 WASSCE and NPSE performance for necessary review and public broadcasting by MEST;
- Ranking of performance of candidates and schools in the 2017 WASSCE and NPSE by region;
- Detailed analysis of performance in the 2017 NPSE by candidate, sex, subject, school, pass rate, aggregate and average scores at district level;
- Comparative analysis of performance in NPSE of different districts from 2015 to 2017;

- Commencement of district level power-point presentations in readiness for visits to the districts by the Minister, Deputy Ministers and MEST teams.

Most schools, Local Councils and District Education Offices (DEOs) do not appear to be using the performance analyses to address identified challenges. MEST HQ needs to further support DEOs to ensure that they are taking the steps advised to improve overall performance, especially that of schools that are performing poorly. Additionally, MEST needs to hold DDEs/DEOs accountable for performance in their districts. Some recommendations to consider in this regard include:

- Monthly review of performance data from schools collected through Supervisors and SSOs, and through the Situation Room to establish school performance status, actions required and remediation;
- Setting of periodic improvement / performance targets which are then monitored monthly, e.g. through a monthly DEO meeting;
- Periodic meetings of DDEs to compare notes and share school improvement lessons;
- Introduction of incentive scheme to reward performing DEOs, e.g. with more resources.

Objective 2: Support the delivery of PDT objectives to June 2017 (and beyond given MEST's recent commitment to a post-PDT transition plan)

2.2.3 Support to Coordinator's Office and MEST Internship programme

Support to the Coordinator's Office was provided during the quarter in line with the agreed workplan and budget. A Mid-Term Report was produced and disseminated by the Office to update on progress. The report indicated that the institutional objective of ensuring that MEST remains coordinated and organised during the post-PDT period is on track. Institutional management arrangements outlined in MEST's post-PDT transition plan are being implemented. This is evident in the regularity of weekly IMT meetings, clear EMT oversight and periodic meetings with external partners.

The internship programme continued to run with interns supporting day-to-day tasks across directorates and developing their own skills in the process.

2.3 Programme Output 4 – Strengthening district capacity to hold schools and teachers to account

The progress reports on activities below are in line with workplan objectives agreed with MEST in the March Inception Report for implementation during this quarter.

Objective 1: Strengthen district supervision of schools

2.3.1 Coordination meeting between MEST (Director Inspectorate and all DDEs), DFID and Leh Wi Lan

The Honourable Minister of Education directed MEST's senior management and the Leh Wi Lan programme team to urgently address operational issues that had arisen in the early stages of programme implementation. The specific issues were:

- The risk of Leh Wi Lan setting up a parallel structure to MEST through its recruitment of SSOs and DSOs
- Clarification of the mechanism by which Leh Wi Lan funds MEST activities at district level
- Lack of a clear communication mechanism between Leh Wi Lan and MEST district level personnel, particularly DDEs

To address these issues, the Director Inspectorate convened a coordination meeting held in Makeni from 10-11 August 2017 involving all DDEs, the Leh Wi Lan team and the DFID Education Adviser. The meeting reviewed the key challenges identified and a range of other related points, clarified relevant aspects of the Leh Wi Learn programme and DFID's funding policy, discussed concerns that DDE's have with regards to Leh Wi Lan programme implementation, and agreed concrete actions for moving forward. Overall, all participants, led by the Director Inspectorate, considered the meeting a success.

Key outcomes of the meeting include the following:

1. DSOs are to work under the leadership of DDEs, supporting the DDEs in their efforts to improve the delivery of education services in the districts, and be clearly seen to do so (not as a parallel structure);
2. SSOs are part of MEST district teams, working under the leadership of the DDEs. The SSO cadre will work towards integration with MEST Supervisors and Inspectors. Requisite training and improvement of working tools will be provided for supervisors and inspectors alongside SSOs. The revised Supervisor Form tested in Port Loko will be updated in the light of comments from DDEs before being made available for wider use.
3. MEST and Leh Wi Lan will abide by DFID's funding principle of making payments directly to beneficiaries – suppliers, contractors, consultants, etc. – and not route funds through MEST.
4. Operational support to district based activities will be decentralised and procurement of services will prioritise local suppliers. DDEs with the assistance of DSOs will recommend local suppliers (catering, venues, hotels, etc.) within standard criteria such as registration with GoSL, functioning bank accounts, compliance with tax regulations, etc. An Approved Suppliers List (ASL) will be finalised for each district and will guide choice of suppliers, vendors, etc. to support activities going forward.
5. DDEs to provide office space for DSOs in the district education office under the leadership of the DDE to ensure close integration. Leh Wi Lan will provide support with additional furniture and minor equipment where required.
6. The Director Inspectorate is the main channel of communication with DDEs with regards to district level activities. He is to be kept informed of all Leh Wi Lan activities

in districts requiring the involvement of DDEs and updated periodically on overall progress.

2.3.2 DSO induction training and deployment

14 DSOs were inducted during the quarter to strengthen the capacity of DEOs to monitor schools, particularly to help coordinate SSOs whose role it is to support teachers in-school to use Lesson Plans more effectively. DSOs were also trained to help DDEs mobilise and organise school data to inform monitoring and planning of school improvement activities, and report progress to MEST HQ for strategic decision-making.

The DSOs were deployed to their respective DEOs following a three-week induction programme. The coordination meeting with DDEs in Makeni and agreements reached helped to minimise operational challenges once the DSOs were in post. To ease the burden of office space in DEOs and assist office functionality, Leh Wi Lan is providing some equipment and furniture recommended by DDEs. Regular support visits are carried out by the central programme team to continue to build good relationships with DDEs, other DEO personnel, and district level stakeholders including Local Council officials. DSOs are working with DDEs to implement the Makeni agreement pertaining to local procurement of services through Approved Suppliers Lists.

Objective 2: Enhance Situation Room data at the school level, and

Objective 3: Agree school-level action plans, linked to quality standards

2.3.3 Introduction of district monitoring data dashboard

A district database has been set up in each DEO to record school data from the field captured during SSO school visits. Immediate outputs of the database will include frequency and nature of JSS school support visits, number of JSS teachers still without Lesson Plans and effectiveness of LP usage. The next stage in the development of the database will be to link in Situation Room data and data from Supervisor field reports. The database template allows for this linkage as the objective is to build and maintain an interface that is capable of integrating data from a variety of sources. A key tool for data collection, the revised Supervisor Form for use by all Supervisors, is still in the process of being agreed.

A national dashboard aggregating district level data has also been developed for use by MEST central management in monitoring district performance and informing policy decisions. The template has been agreed by the Director Inspectorate, is currently being populated and will subsequently be presented to the MEST CEO. Screenshots of the district and national dashboards are shown in Annex 1.

2.3.4 Support to Situation Room

Support to the Situation Room continued during the quarter in line with the agreed workplan and budget for the transition period running until March 2018. Key activities during the quarter included planning and implementing a large-scale procurement of rain gear for community monitors and launch of the toll free 4060 hot line for encouraging the public to report educational issues. The latter involved production of posters by UNICEF to aid public awareness

and dissemination of the posters by MEST through platforms such as the quarterly social mobilisation exercise involving Paramount Chiefs.

2.4 Programme Output 5 – Improving system capacity for monitoring, learning and research

The progress reports on activities below are in line with the workplan objective agreed with MEST in the March Inception Report for implementation during this quarter.

Objective: Conduct an annual independent learning assessment

2.4.1 Finalising data analysis for final report

Following successful enumeration, data cleaning and analysis, preliminary results from the secondary grade learning assessment were made available during the quarter. Several consultation activities were carried out as follows.

- Consultations with MEST, DFID and UNICEF to identify ways to appropriately present the data and identify types of analysis that would speak to specific stakeholder needs;
- Development of evidence products and communication briefs in advance of full report;
- Benchmarking workshop involving a mix of experts in English and Maths, teachers and school Principals to review performance bands and learning standards;
- Results validation workshop with MEST, curriculum experts, WAEC examiners, Principals and teachers and one-to-one meetings with MEST officials to sense-check the SGLA findings;

The full SGLA report is due in November and will incorporate feedback collected during the consultations.

2.4.2 Early dissemination of SGLA results

Results of the SGLA were disseminated for discussion during the course of the various validation meetings. Key dissemination meetings included:

- Presentation to senior MEST officials including the two Deputy Ministers, the CEO, the PS and all Directors. Valuable feedback was also received from the Honourable Minister following his review of the draft communication brief;
- Individual meetings with MEST Directors;
- A preview of the SGLA report in the August edition of the MEST newsletter;
- Presentation to DFID;
- Presentation to MEST Supervisors during their one-week training and SSOs during induction training;
- Production of a snapshot report for inclusion in the updated ESP;

An indicative timeline including further activities in the next quarter is included as Annex 2.

The consultations highlighted the lack of explicit grade-by-grade curriculum standards within which the SGLA performance bands could be interpreted. There is a need for MEST to look

critically at how to articulate curriculum standards and performance benchmarks more explicitly to signpost pupils' learning achievement levels.

The complete SGLA dataset will be handed over to MEST during the next quarter and a capacity building workshop will be organised to train relevant MEST personnel in how to analyse and utilise the data to inform policy and planning.

2.5 Management and Admin

The programme has not had to procure any vehicles to date with 8 vehicles in reasonably good condition received from DFID. In addition, 40 used motorcycles have been secured to build up a fleet for SSOs, Supervisors and Inspectors to have access to in carrying out field visits. More motorcycles are required and these are being recovered from some DFID Implementing Partners.

Procurement during the quarter largely consisted of monthly / quarterly supplies to the Coordinator's Office (stationery, phone cards, fuel, etc.) and the Situation Room (phone cards, internet services and stipends for district focal persons). A range of office equipment and furniture has been identified to enhance DEOs. Quantities of these have been recovered from DFID Implementing Partners and a plan for distributing to districts is being finalised.

Approved Suppliers Lists (ASLs) have been developed per district to enhance delivery of district based activities through engagement of local suppliers and vendors. DDEs were requested to contribute to this exercise given their close knowledge of local service providers (e.g. for catering, venues, hotels, etc.). To be approved, suppliers are required to fulfil basic criteria such as registration with GoSL, functioning bank accounts, and compliance with tax regulations.

Compliance with policies and regulations continued to be an important programme management objective during the quarter. Mandatory training for staff covered areas such as ethics, safe ways of working, health and safety and anti-corruption. Every employee or long-term consultant was also required to sign a dual-employment declaration form, and their details submitted to Sierra Leone's Ministry of Finance and Economic Development to confirm that newly recruited employees are not on GoSL's payroll.

Operational support to activities was intensive during the quarter as it was by far the programme's busiest period so far in terms of training and support activities at a national scale. A total of 1,511 participants took part in a range of workshops and training activities, accounting for 4,243 days in total contact time.

3 Plans for next quarter, Oct – Dec 2017

This section highlights key results and activities for the next quarter, October to December 2017, building on current progress and in line with the implementation workplan approved in the programme Inception Report.

3.1 Key Performance Indicators

A set of key performance indicators (KPIs) is currently being agreed with MEST as part of programme governance arrangements introduced to strengthen MEST’s oversight of programme activities. Annex 3 contains a KPI tracker for monitoring progress against KPI milestones in each quarter. The proposed KPIs for the next quarter are:

1. Satisfaction KPI (very satisfied/satisfied/unsatisfied). If over 50% of responses are unsatisfied (taking weighting into consideration), then milestone not achieved. Tracked every quarter.
2. Improved learning conditions in schools – SSS and JSS teachers have and are using the resources to improve teaching (Milestone: Every JSS teacher has access to the right Lesson Plan to teach)
3. MEST and DEOs discuss and take decisions based on real time data to manage performance of individual schools at least monthly (Milestone: All DEOs share information collected through the Situation Room and their office with MEST and use to inform performance management of school heads)
4. Impact of annual learning assessment maximised (Milestone: MEST identifies three priority actions from the learning survey and implements them⁴)
5. Logframe impact met target for school year

3.2 Activities for next quarter

The full approved programme implementation workplan for the period July 2017 to July 2018 is attached as Annex 4. The following are headline activities by Output to be delivered during the next quarter.

Output 2: Improving learning conditions in secondary schools

Q03 Activities	Oct	Nov	Dec
JSS school visits by SSOs based on agreed visit schedules (classroom observation and teacher support, engagement with school Principals, and collection of data on availability of JSS Lesson Plans)	x	x	x
Ongoing development of SSS Lesson Plans (MEST technical review and QA)	x	x	x

⁴ Possible actions will be discussed by MEST, e.g. through a Recommendations Workshop being planned to finalise the 2017 Learning Assessment Report, before endorsement as KPIs

Q03 Activities	Oct	Nov	Dec
Refining the model for teacher content remediation and syndicating the detailed design with MEST and key stakeholders	x	x	
Developing the model for student content remediation with MEST		x	x
Planning development of JSS pupil handbook with DFID, MEST and IRC (with IRC to implement)	x	x	
Engage with MEST on approach to disability with a view to mainstreaming into school support programme (focus on elements identified in ESP and Disability Act)	x	x	x

Output 3: Strengthening MEST’s capacity to plan, monitor and manage service delivery

Q03 Activities	Oct	Nov	Dec
Provide TA to support finalisation of updated ESP and Implementation Plan	x	x	
Support finalisation and submission of GPE Concept Note and ESP Implementation Grant application	x	x	x
Ongoing support to Coordinator’s Office, including next quarterly social mobilisation exercise in October	x	x	x
Conduct Excel training for MEST HQ staff and identify further training	x	x	
Complete district level analyses of performance in public exams including BECE results; prepare powerpoint presentations for all districts to support Ministerial meetings with districts	x	x	
Support conduct of 2017 Education Week as requested by MEST		x	x

Output 4: Strengthening district capacity to hold schools and teachers to account

Q03 Activities	Oct	Nov	Dec
Ongoing management of DSO deliverables to ensure effectiveness and integration within DEO	x	x	x
Hold second coordination meeting with all DDEs to review progress and any emerging operational challenges with respect to the district support work		x	
Secure approval of Director Inspectorate for revised Supervisor Form and use by Supervisors in collecting relevant school performance data	x	x	
Collaborate with DDEs to formally evaluate performance of SSOs		x	x
Ongoing support to the Situation Room	x	x	x
Facilitate integration of EU assessment of EMIS capacity within MEST with Situation Room (e.g. oversight by Situation Room working group)		x	x
Test school data triangulation/validation through piloting use of SSOs and supervisors to collect school information		x	x
Expand district data dashboards and national summary dashboard to include data from Supervisors and Situation Room data	x	x	x

Q03 Activities	Oct	Nov	Dec
Define and agree further support to Supervisors, e.g. provision of motorbikes, to build the operational capacity of DEOs	x	x	x

Output 5: Improving capacity for monitoring, research and learning

Q03 Activities	Oct	Nov	Dec
Submit final report of SGLA		x	
Present full SGLA dataset and metadata to MEST for publication on website		x	
Conduct capacity building workshop in data analysis for MEST data analysts		x	
Conduct capacity building workshop in data use for policy and planning for senior MEST officials		x	
Disseminate full SGLA report and conduct recommendations workshop with MEST during 2017 Education Week			x
Explore opportunities for district level dissemination of SGLA report, particularly to inform the work of SSOs and Supervisors		x	x

List of Report Annexes

Annex 1 Data Dashboard Example

Annex 2 Timeline for Secondary Grade Learning Assessment activities

Annex 3 Key Performance Indicators Tracker

Annex 4 Programme Implementation Workplan, July 2017 to July 2018

Annex 5 Sample Pre and Post Test Forms for Teacher Content Remediation Training

Glossary of acronyms and abbreviations

ASL	Approved Suppliers List
BECE	Basic Education Certificate Examination
CEO	Chief Education Officer
CPD	Continuing Professional Development
DDE	Deputy Director of Education
DEO	District Education Office
DFID	UK Department for International Development
DSO	District Support Officer
EMIS	Education Management Information System
ESP	Education Sector Plan
EU	European Union
GATE	Girls Access to Education
GoSL	Government of Sierra Leone
GPE	Global Partnership on Education
HQ	Headquarters
IMT	Inclusive Management Team
IRC	International Rescue Committee
JSS	Junior Secondary School
KPI	Key Performance Indicator
Leh Wi Lan	Krio for “Let’s Learn”
LPs	Lesson Plans
MEST	Ministry of Education Science and Technology
MM	Mott MacDonald
MoFED	Ministry of Finance and Economic Development
MTR	Mid Term Review
NPSE	National Primary School Exam
PDT	Presidential Delivery Team
p.p.	Percentage point
QR	Quarterly Report
SGLA	Secondary Grade Learning Assessment
SSO	School Support Officer
SSS	Senior Secondary School
TA	Technical Assistance
ToRs	Terms of Reference
UNICEF	United Nations Children’s Fund
VFM	Value for Money
WASSCE	West African Senior School Certificate Examination