



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

4TH QUARTERLY REPORT

Leh Wi Lan: Improving secondary education
January - April 2018

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1 Summary of overall progress

The current quarterly report covers an extended period from January to April 2018. An additional month was agreed for the quarter to compensate for the low level of activities in March when general and run-off elections were conducted across the country and to bring future quarterly reporting into line with school terms.

The elections were generally peaceful and problem-free. A new SLPP administration is now in place and already working to actualise commitments made in its “New Directions” manifesto. The manifesto lays a premium on human development and, specifically, education. Key directions to be pursued under education include, amongst others: a free education programme to benefit primary and secondary level pupils; reversal of the 6-3-4-4 schooling policy to the original 6-3-3-4¹; more robust educational planning, monitoring and coordination drilling down to ward level and improving school governance; strengthening EMIS and the overall quality and timeliness of data; improving the working conditions of teachers; improving education financing; and promoting inclusive education.

An immediate restructuring of public service delivery has resulted in MEST being reorganised as two separate but related Ministries: the Ministry of Primary & Secondary Education with Mr Alpha Osman Timbo as Honourable Minister, and the Ministry of Technical & Higher Education with Professor Aiah Gbakima as Honourable Minister. The impact of the division on programme implementation will become clearer as the new administration settles in.

This quarter has seen significant progress on both data collection and analysis and presentation at district level. A new monthly School Monitoring Report has been introduced as a narrative and more accessible presentation of key highlights from the data dashboard compiled from SSO reports. Development and testing of a digital approach to SSO lesson observation data collection and analysis has been completed and is ready to launch in two districts. Great focus has been put on ensuring all JSS teachers have Lesson Plan Manuals and are able to use them. Reprinting and distribution of 11,000 LPMs during the quarter has made this possible. All SSOs received training to better support teachers in their use of LPMs. Development work on JSS Pupils’ Handbooks to complement LPMs in schools is on track. Along with SSS LPMs and Pupils’ Handbooks, these are expected to go into the printing stage in the next quarter. Design of a comprehensive training and support programme for SSS teachers based on use of the new SSS LPMs and Pupil Handbooks was initiated during the quarter and will be presented to MEST for approval on completion. Preparatory work for the second Secondary Grade Learning Assessment (SGLA II), including consultations with MEST, was carried out and plans are on track for question testing, training of field personnel and survey enumeration.

Leh Wi Lan’s annual review by DFID took place at the end of the quarter. Key findings and the management response will be summarised in the next quarterly report.

¹ 6 years of Primary, 3 years of JSS, 3 years of SSS and 4 years of Tertiary education. Current policy is 4 years of SSS.

The following two tables provide an overall summary of progress against programme plans and identify key challenges and actions for the next 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, Jan - Apr 2018

Programme Output	Key performance indicators	Activities in Quarter 04 (Jan - Apr 2018)	Overall progress
Output 2: <i>Improving learning conditions in secondary schools</i>  	Annual KPIs (Logframe)	Jan - Apr 2018	
	1. % of JSS and SSS teachers in English & Maths using materials and teaching effectively	• 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)	
	2. No. of JSS and SSS teachers receiving training	• 2064 SSS teacher guide and pupil handbooks reviewed by MEST and returned to IRC for copy editing and in the case of LPMs printing.	
	Quarterly KPI milestones Jan - Apr 2018		
	1. JSS teachers have access to LPs	• 11,000 JSS LPMs re-printed and distributed across districts through SSOs.	
	2. JSS teachers using LPMs	• Development of teacher content knowledge remediation tools (English and Maths) for JSS teachers – to be tested with SSOs	
		• Developing the model for student content remediation with MEST	
		• Development of JSS pupil handbook with DFID, MEST and IRC (with IRC to implement)	
		• Training SSOs to support JSS English and maths teachers to implement the Lesson Plan Manuals	
		• Design a Teacher Professional Development programme for SSS English and maths teachers	
		• Coordination and planning meeting with TSC	
		• 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)	

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 Jan – Apr 2018

(None specified in KPIs)

Activities: Jan – Apr 2018

- Provide TA to support finalisation, printing and distribution of updated ESP and Implementation Plan
- Finalisation of EPSIG following feedback from GPE
- Ongoing technical support to MEST HQ staff and review training needs and approaches
- Support dissemination of district level analyses of performance in public exams including BECE results

**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 Jan – Apr 2018

1. 3 examples of decisions taken by DDEs/DEOs in response to real time data
2. Real time data systems to be supported by Leh Wi Lan agreed by DFID and MEST

Activities: Jan – Apr 2018

- Ongoing management of DSO deliverables to ensure effectiveness and integration within DEO
- Hold second coordination meeting with all DDEs to review progress and any emerging operational challenges with respect to the district support work
- Ongoing support to Situation Room
- A new monthly School Monitoring Dashboard Report introduced as a narrative and more accessible presentation of key highlights from the data dashboard compiled from SSO reports
- Field monitoring visits conducted to: 1) monitor the implementation of DSO field monitoring plans and validate data collection process at field level, 2) observe the on-going SSO support process in schools, and 3) engage DDEs on data from the school monitoring dashboard.
- Initiate pilot on tablet-based reporting for SSOs and Supervisors

**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

Activities: Jan – Apr 2018

- Disseminate SGLA report through MEST website and districts









	2. Assessment data used by all stakeholders and data availability and quality improved	<ul style="list-style-type: none"> • Conduct recommendations workshop with MEST and identify priorities • Explore opportunities for district level dissemination of SGLA report, particularly to inform the work of SSOs and Supervisors 	 
	Quarterly KPI milestones Jan – Apr 2018		
	1. MEST agrees and implements 3 actions based on the SGLA report	<ul style="list-style-type: none"> • Timelines and plan for SGLA II developed and shared with MEST 	
	2. Logframe and VFM data provided for annual review	<ul style="list-style-type: none"> • Extensive training for regional coordinators and supervisors of SGLA II, followed by a three-day pilot of test questions 	

Table 2 Summary of Progress, Challenges and Actions

Leh Wi Lan Quarterly Report Summary: Jan – April 2018

	Summary of progress	Issues/challenges	Actions next quarter
1 Girls supported to be in schools and safe (UNICEF)	<ul style="list-style-type: none"> Work with DFID and MEST on GATE 2 planning 		<ul style="list-style-type: none"> Finalise GATE2 planning Commence implementation with inception activities
2 Improve learning conditions in schools	<ul style="list-style-type: none"> Reprinting and distribution of 11,000 JSS Lesson Plans 2064 SSS Teacher Guide and Pupils' Handbooks reviewed by MEST SSOs received training on how to use the JSS Lesson Plan Manuals Approach developed for Pupil Remediation pilot Approach developed for SSS Teacher Professional Development Programme Coordination meeting held with TSC 	<ul style="list-style-type: none"> Election and runoff caused delays to some activities. 5 day review was insufficient for MEST and needed to be increased to 8 days. 	<ul style="list-style-type: none"> Finalise development, printing and distribution of JSS and SSS materials Finalise JSS teacher content remediation model Finalise pilot for student content remediation Design a competitive Innovation Grant Expansion of SSOs Design SSS TPD programme
3 Strengthen MEST capacity to oversee service delivery	<ul style="list-style-type: none"> Support finalisation of ESP and IP following feedback from GPE Supported comprehensive analysis of performance in public examinations across districts. Support MEST following the election and assist in preparations for incoming administration. Ongoing technical support to MEST 	<ul style="list-style-type: none"> Review how to develop the capacity of MEST HQ staff in a functional and cost-effective way. Incoming Minister's priorities need to be understood and aligned with ESP and LWL Education Week was cancelled 	<ul style="list-style-type: none"> Revisit MEST capacity building strategy Provide TA to new administration as requested Support dissemination of updated ESP and IP Disseminate examination analysis and actions to DEOs Support technical coordination across donor programmes
4 Strengthen district capacity to hold schools / teachers to account	<ul style="list-style-type: none"> Ongoing management of DSO deliverables to ensure effectiveness and integration within DEOs New monthly School Monitoring Dashboard Report introduced Field monitoring visits conducted to monitor DSO and SSO processes and engage with DDEs on data from dashboards Development and testing of tablet-based SSO and supervisor reporting 	<ul style="list-style-type: none"> Need to increase use of Supervisor Form and district level use of data Need to define the future of the Situation Room following end of transition funding from April 	<ul style="list-style-type: none"> Ongoing management of DSO deliverables Hold DDE coordination meeting Implement package of support to DEOs Implement Monthly School Monitoring Dashboard Report Pilot tablet-based reporting by SSOs and supervisors Support MEST integration of Situation Room into EMIS Support status assessment of education at ward level
5 Improve understanding through monitoring and research	<ul style="list-style-type: none"> Timelines and plan for SGLA II developed and shared with MEST Training conducted for regional coordinators and supervisors on SGLA II as well as piloting of test questions SGLA recommendations workshop held where eight actions were selected by MEST 	<ul style="list-style-type: none"> Report awaiting Foreword by Minister MEST lack data analysis skills to be able to utilise SGLA data. Training will need to be provided. Elections caused delay to training activities. 	<ul style="list-style-type: none"> Training of all field workers for the SGLA II survey Conduct SGLA II field survey Cleaning and analysis of SGLA II data

2 Programme progress by Output

2.1 Programme Output 1 - Keeping girls safe in school

Output 1 is being implemented by UNICEF as the Girls Access to Education (GATE) programme. During this quarter Leh Wi Lan worked with MEST and DFID on GATE 2 planning. In February, a scoping mission took place and the following consultations were held with a range of key stakeholders:

- 1 Meetings with key partners in MEST to establish relationships and gain an understanding of their priorities, interests and views on GATE 1.
- 2 Discussions with UNICEF, implementing partners (IPs) and JSS beneficiaries involved with GATE 1 to gain a better understanding of intervention design/implementation and successes/challenges.
- 3 Discussions with programmes focusing on girls and/or children with disability in order to explore linkages and synergies (i.e., Girls' Education Challenge (GEC) programmes, the Support to Adolescent Girls' Empowerment (SAGE) programme, the Saving Lives in Sierra Leone programme).
- 4 Meetings with additional stakeholders within MEST and other relevant institutions in order to glean a situational analysis of the revised sex education curriculum and inclusive education policy.

The findings from these discussions provided a contextualised and triangulated understanding of GATE 1, particularly with regard to what could be strengthened and built upon. Meetings with the MEST Assistant Director for JSS, SSS, Girls' Education and Social Mobilisation, were particularly fruitful as she offered open and candid insights on GATE 1 and a positive assessment of some preliminary ideas that were presented for GATE 2.

GATE 2 will support MEST to improve the safety, completion, transition and learning outcomes of girls and children with disability. Inclusive education and gender are high up on the list of priorities of the new government and this has been articulated by the Minister for Primary and Secondary Education. The programme's work on disability and inclusion in general will help advance this GoSL and MEST agenda.

2.2 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 2017 Inception Report for implementation during this quarter.

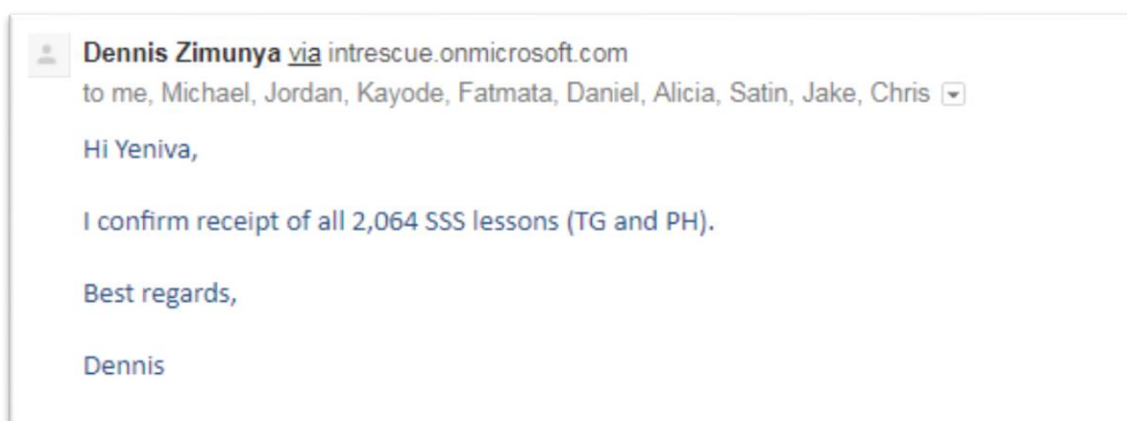
Objective 1: Increase provision and use of structured lesson plans and other appropriate teaching aids to improve teacher effectiveness (initial focus on secondary English and mathematics based on available resources)

2.2.1 Reprinting of JSS Lesson Plans to fill gaps in distribution

Data collection, analysis and verification during last quarter indicated that 21% of the 5,108 JSS English and maths teachers across the country were missing one or more termly booklets of the JSS LPMs. This quarter 11,000 English and maths LPMs were printed to cover the teacher gap and to also make copies available to DDEs, Supervisors, Inspectors, SSOs, DSOs and other relevant actors. The LPMs for teachers have been distributed across the 14 districts through SSOs. Principals were involved in the handover to ensure school ownership and to minimise attrition when individual teachers move on.

2.2.2 Development of SSS Lesson Plan Manuals and Pupils' Handbooks

The development and review of SSS Lesson Plan Manuals and Pupils' Handbooks was completed during the quarter. 2,064 SSS Lesson Plan Manuals and Pupil Handbooks were reviewed by MEST and returned to IRC for copy editing and, in the case of LPMs, printing. The receipt is noted in the email below from IRC.



During the SSS materials review, some challenges were met. First the review at MEST took longer than the scheduled five days. This was due to heavy workload at MEST and was unavoidable, thus the review time at MEST was extended to eight days. To compensate, time with the typists was shortened due to minimal editorial changes. There were challenges in

keeping track of reviewed items because IRC and Mott MacDonald had different tracking processes. To mitigate this one review process was agreed and handled by Mott MacDonald. So far there have been no challenges with tracking reviewed items. The picture below shows an extract from the tracker.

M/C	Number of LPIPH developed		Number of LPIPH reviewed by		Number of LPIPH Approved		Number of LPIPH ready for		Number of LPIPH distributed to school	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
23/03/2018	2064	2064	2064	2064	2064	849	Not due	Not due	Not due	Not due
21/02/2018	2064	2064	2064	2064	1854	1797	Not due	Not due	Not due	Not due
26/02/2018	2064	-	2064	-	2064	-	Not due	Not due	Not due	Not due

Distribution of the LPMs and training of all SSS English and maths teachers is now planned for the start of the next school year in September 2018. A comprehensive distribution and training plan is being finalised and will be shared with the MEST Accelerated Learning working group in the next quarter.






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

2.2.3 Training of SSOs on 5 Step Lesson Plan process

All SSOs received training from facilitators on how to use the JSS Lesson Plan Manuals. The three-day training aimed to provide SSOs with the skills and knowledge to use the Lesson Plan Manuals competently and in turn provide training and coaching for teachers to use the LPMs during regular support visits to schools. Some key objectives covered by the training were a) understanding how LPMs fit into existing educational frameworks, b) understanding the five-step structure used in the lesson plans c) Explore how the LPM fits with the teachers' instructional practices and discuss challenges faced by teachers and how the SSO can support teachers to overcome these challenges. The five-step structure is shown in the diagram below:

Sierra Leone's Five-Step Lesson Structure

The new national lesson plans for Sierra Leone include 35-minute lessons that follow a 5-step structure:

Step		Description	Time Allotted
1. Opening		<ul style="list-style-type: none"> Teacher recaps prior learning Teacher states what is to happen today (objective), why it is important, and relationship to prior learning <ul style="list-style-type: none"> Sample objective "Pupils will be able to expand algebraic expressions by multiplying" 	2-3 min
2. Introduction to New Material (INM) ("I Do")		<ul style="list-style-type: none"> Also known as "Direct Instruction" or "I Do" (I, the teacher, am doing most of the work and thinking) The teacher delivers new content to the pupils, emphasizing the key points and using teaching aids / activities that enable pupils to take in the information 	10 min
3. Guided Practice (GP) ("We Do")		<ul style="list-style-type: none"> Also known as "We Do" (We, the teacher and pupils, are jointly doing the work and thinking) This is practice that the teacher and pupils do together Often involves the teacher at the board, guiding the pupils through problems (from easy to hard) Guided practice is "guided" (i.e., the teacher helps) because after learning the new material, pupils are not yet ready to do problems independently 	10 min
4. Independent Practice (IP) ("You Do")		<ul style="list-style-type: none"> Also known as "You Do" (You, the pupils, are doing the work independently) Every pupil does problems, including all the thinking for the problems. They may be working completely independently or in groups, but they are leading the practice (not the teacher) and should demonstrate mastery of the objective independently The teacher circulates the room, checks answers, and provides feedback and assistance as needed 	10 min
Closing		<ul style="list-style-type: none"> The teacher wraps up the lesson by summarizing what was just learned and the importance of it Teacher often checks for pupil understanding by giving a short quiz 	2-3 min

With this approach, pupils are **ACTIVELY** learning – pupils are **THINKING** and **PRACTICING** for most of the lessons (they are practicing for 20 of the 35 minutes in the lesson!)

2.2.4 Pupil Remediation Pilot

A Concept Note was developed outlining a proposed approach for Pupil Remediation. The approach aims to support lower performing pupils to improve their performance through additional out-of-class support. Target pupils include pupils entering JSS 1 without foundational skills in literacy and numeracy and JSS3 pupils at risk of not passing BECE. At the start of the 2018/19 school year, three approaches will be piloted and their relative effectiveness and value for money evaluated prior to full rollout.

1. The first pilot will support foundational literacy skills in JSS1 through 'Happy Readers'. This consists of Happy Reader books and classroom resources that can be used by an unqualified teacher. The model has been developed for use in a low-capacity sub-Saharan African setting and has demonstrated success in improving reading comprehension.

2. The second pilot will support JSS 3 pupils and SSS 3 at risk of not passing exams. One treatment group will receive remedial support based on pupil handbooks and past papers.
3. The third pilot will be an elaboration of the second: the 'Winning Teams' remedial approach will be applied to help JSS 3 and SSS 3 pupils at risk of not passing WASSCE. The model uses peer-to-peer learning and study groups and has demonstrated improvement in maths exam scores in South Africa.

2.2.5 SSS Teacher Professional Development programme

An international consultant was engaged during the quarter to design a Teacher Professional Development Programme for SSS English and maths teachers. The TPD programme is designed to support the introduction of Lesson Plan Manuals and Pupil Handbooks in all government owned, government assisted, community and mission SSS, and improve teaching and learning in these schools. The TPD is designed to include a blend of formal cluster training (three per year) as well as in-school support. It will utilise the existing model of School Support Officers to provide in-school support in between the face to face cluster trainings.

To support the additional SSS schools it is proposed to recruit 50 more SSOs. The premise is that in-school support is the most effective way of improving teacher performance. Senior Secondary English and maths teachers are coping with particularly complex subject knowledge, a lack of understanding of effective teaching techniques and many of them are professionally isolated or unapproved/volunteer teachers. SSOs will provide regular in-school support to SS teachers to help them take what they have learned in the TPD training and apply it in the context of their own school. SSOs will also give them support to prepare lessons, reflect on and solve any problems. This takes time and effort particularly where teachers are weak or are the lone subject teachers in their schools. SSOs will need to have frequent visits so they can get to know the schools and teachers and build strong relationships with them. The plan is not to overstretch the current SSOs and reduce the quality, but expand the cadre to ensure SS teachers receive regular in-school support from SSOs for the period of the TPD programme.

2.2.6 Coordinating with TSC

Coordination between MEST/Leh Wi Lan and the Teaching Service Commission is of critical importance in ensuring that teacher support and CPD in secondary schools is delivered in a coherent way. The TSC and Leh Wi Lan have committed to regular co-planning and the following core areas are already under discussion:

1. Leveraging the national network of SSOs to support the TSC's mandate of disseminating and monitoring teacher performance standards;
2. Sharing teacher and school data collection and analysis, including use of technology for more effective reporting;
3. Leveraging the TSC's proposed engagement of Academic Advisers to deepen subject knowledge remediation for English and maths teachers;

4. Joined-up working at district level to establish coherent and streamlined support to secondary school teachers; and
5. Sharing of knowledge resources.

2.2.6 Gender and Disability Inclusion

Gender and disability inclusion will be mainstreamed in all activities under Output 2. This quarter, specific planning for inclusion did not take place because it aligns more strategically with GATE2, due to begin in the next quarter. GATE2 has a specific focus to a) mainstream gender and disability inclusion throughout the programme and b) introduce specific interventions to support disadvantaged children. Through GATE2 a scoping study will be conducted and an inclusion strategy developed for the whole programme. This will inform gender and disability inclusion interventions in school support.

2.2.7 Teacher content remediation packs

There remains a need for JSS teacher content knowledge remediation. Whilst no further action was taken on this in this quarter, the Port Loko SSO pilot programme will be reviewed in line with designing the SSS TPD programme next quarter.

2.3 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 2017 Inception Report for implementation during this quarter.

Objective 1: Setting targets in line with updated Education Sector Plan

2.3.1 Finalisation of MEST Implementation Plan (IP) for ESP monitoring

Both the ESP and associated IP have been finalized, printed and distribution commenced. Fine-tuning of the ESP Monitoring Plan is to be done by the ESP Implementation Coordinator together with the Donor/Partner Coordination Desk Officer. Some monitoring has already commenced using a tracking template designed by Leh Wi Lan. This tracking template has already been introduced to the IMT by the Donor/Partner Coordination Desk Officer. Using the template, progress is to be reported/tracked via a slot in the weekly/bi-weekly Monday IMT meeting. The Donor/Partner Coordination Desk Officer follows up with intervention leads to fill-in the template. The Annual Education Sector Review (AESR) that takes place during the Week of Education (WE) / Annual Celebration of Education (ACE) will include sessions on progress in ESP implementation.

With the arrival of the new government it is likely that most attention will be given to the priorities of the incoming government rather than to the priorities of the ESP, especially with regards to 'free' schooling, the reversion to a 6-3-3-4 system and re-arrangements made necessary by the splitting of the Ministry into 2 parts. There will need to be greater focus on the elements of the ESP that align easily with the priorities of the incoming government.

2.3.2 Supporting application for Global Partnership on Education funding

In February 2018 ESP Implementation Grant (ESPIG) Application was submitted to GPE Secretariat. This submission received feedback that necessitated a good amount of clarification and a detailed re-working of the Variable Tranche indicators and related materials. The work was done collaboratively with the STC, UNICEF and the ESPIG Programme Document Preparation Consultant. A fresh ESPIG Application package was submitted to GPE Secretariat on 30 April 2018 by UNICEF.

2.3.3 Monitoring performance by district

Supporting MEST to set realistic sector performance targets and to monitor these down to district level remains a key focus. To this end, a comprehensive analysis was completed on overall performance and performance in English and mathematics by local council and sex in the NPSE, BECE and WASSCE for the period 2014/15 to 2016/17. The analysis can be used to rank districts and regions as well as ranking candidates and schools from each district. Charts and tables on performance were produced, ready for district level dissemination. Local Councils and DEOs are now conscious that WAEC examination performance of schools and districts are being monitored. A system for establishing incentives and rewards for success, although approved by the previous MEST administration, has not been consistently implemented. Recognition for good performance remains a powerful incentive and creative ideas should be explored at district level.

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

2.3.4 Technical coordination on behalf of MEST

A range of technical support activities was provided to MEST during the quarter. This included contributions to technical discussions on Programme Estimate preparations led by the EU's technical assistance programme, participation in REDiSL project completion discussions led by the World Bank, support to MEST to compile Status Report and Stock-take to the new government's Transition Team, and support to MEST and MoFED with education trend analysis for a PRSP III Implementation Progress report.

2.3.5 MEST Capacity Building

To date there has been limited interest in skills training in MEST. Skills training for its own sake does not generate interest especially if acquiring the skill requires time, focus and practice for mastery. Linking the training to practical work situations and the possibility of gains resulting from the application of the skill usually results in increased interest. A fresh look is required at how to develop the capacity of MEST HQ staff in a functional and cost-effective way. The new ministerial structures and leadership provide an opportunity to re-set expectations and engagement around this objective.

2.4 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 2017 Inception Report for implementation during this quarter.

Objective 1: Strengthen district supervision of schools

2.4.1 District support and co-ordination

The second quarterly coordination meeting with DDEs was postponed again, this time due to elections-related activities. DSOs are actively engaging with DDEs and providing support to DEO routines, as a result of which there is increased trust and collaboration. DDEs are now heavily involved with the programme in districts and the level of communication flow has also dramatically increased. However, the coordination meeting with DDEs is important to strengthen collaboration with MEST and foster joint positions so it will be prioritised in the next quarter.

An operational support package for DEOs, including essential office equipment and mobility facilities for supervisors and inspectors, has been developed based on assessment of operational needs in districts. This support, pending MEST/DFID approval, will go a long way towards easing logistical challenges facing DEOs.

2.4.2 Monthly School Monitoring Dashboard Report

This quarter has seen significant progress on both data collection and analysis and presentation at district level. A new monthly School Monitoring Report has been introduced as a narrative and more accessible presentation of key highlights from the data dashboard compiled from SSO reports. There is some progress in incorporating district level Situation Room data into the monitoring dashboard. However, data from supervisors' forms remains a challenge due to infrequent visits to schools by supervisors, which is in turn due to lack of mobility.

2.4.3 Tablet-based reporting for SSOs and Supervisors

During this quarter the programme began development and testing of a digital approach to SSO lesson observation data collection and analysis. A pilot has been designed ready to launch in two districts, Koinadugu and Western Area Urban. Due to election-related school closures the original launch date has been delayed to May 2018.

At the heart of this innovation has been the development of an application that replicates the SSO lesson observation form (with a few additions in relation to lesson plans). As part of this tool SSOs will be able to track and submit lesson observation data digitally and gain immediate automated feedback tips to share with the teacher based on their observation results. An automated dashboard using the digital data has also been designed and will be tested and refined as pilot data comes in. Tablets with specification to carry Tangerine have been purchased and the application installed on each. Further, a training guide has been developed following clear objectives that have been agreed during the planning with the team and a small evaluation process created. MEST has been engaged at different levels and there is buy-in from the Directorate of Planning, Situation room and Inspectorate Directorate. The figures below show screen shots of the tablet.

The image displays three screenshots of a tablet-based application for lesson observation. The first screenshot shows the 'General Overview' screen with fields for 'School' (Gailahun District Education Committee), 'Observation Start Time' (Feb-15 16:55), and buttons for 'Hide feedback' and 'Show survey data'. It also includes sections for 'Multiple Approaches' and 'Lesson Plan Usage' with descriptive text. The second screenshot shows a 'Number of Maths teachers' input field, a question 'Does the school have at least one complete set of LPMs?' with a 'Yes/No' toggle, and a follow-up question 'If no, what are missing' with a text input field. The third screenshot shows 'Star 2' feedback questions: 'What did the teacher do very well in this lesson?' and 'Example of what the teacher did very well.', followed by 'A wish for the Teacher' and 'What actions will help the Teacher to achieve this wish?' with corresponding text input fields.

2.4.4 Regular programme monitoring

Field monitoring visits were undertaken in the early months of this quarter. The visits aimed to: 1) monitor the implementation of DSO field monitoring plans and validate data collection process at field level, 2) observe the on-going SSO support process in schools, and 3) engage DDEs on data from the school monitoring dashboard. Discussions were initiated in schools and DEOs to better understand how data can be used and communicated at school levels to improve pupil performance.

For this period, Koinadugu and Bombali were visited. It was clear SSOs were effectively engaging with the schools. The headteachers reported that they positively supported the LPMs and SSO observations and feedback with teachers. They are seeing visible changes in classroom instruction and pupils' performance. In Koinadugu, the Principals are now also doing classroom observations of teachers in the absence of SSOs. The visits also provided an opportunity to discuss challenges with LPMs or challenges DSOs faced.

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

The progress reports on activities below are in line with workplan objectives agreed with MEST in the March 2017 Inception Report for implementation during this quarter.

Objective: Conduct an annual independent learning assessment

2.5.1 Second annual secondary grade learning assessment

Following from the baseline secondary grade learning assessment (SGLA) in 2017, Leh Wi Lan is now supporting MEST in planning for the second Sierra Leone Secondary Grade Learning Assessment (SGLA II), scheduled for May-June 2018. SGLA II will provide MEST and other Leh Wi Lan stakeholders with robust district-level data on levels of learning in secondary grades in English and maths, to assess progress vis-à-vis SGLA I. As in SGLA I, the learning assessment tools will contain the following components:

- Pupil learning assessments for JSS2 and SSS2 grades, in English and maths
- Principal's background questionnaire, including topics like provision of supportive supervision for teachers, and school leadership and management.
- Teacher's background questionnaire, including topics like usage of MEST lesson plans.

Planning for SGLA II started in January 2018 and in February timelines and plan for SGLA II were shared with MEST and other stakeholders. The objective of these meetings was to share updates on the design of SGLA II and see areas of involvement of the Ministry in the design and preparation work.

In April 2018, there was extensive training for regional coordinators and supervisors which was followed by a three-day pilot of test questions. This was to ensure the assessment questions were valid and reliable as well as to provide trainees the necessary skills to go through the main training successfully and help in providing the requisite leadership in field work which is scheduled for May/June 2018.

The chart below shows key activities against the timeline:

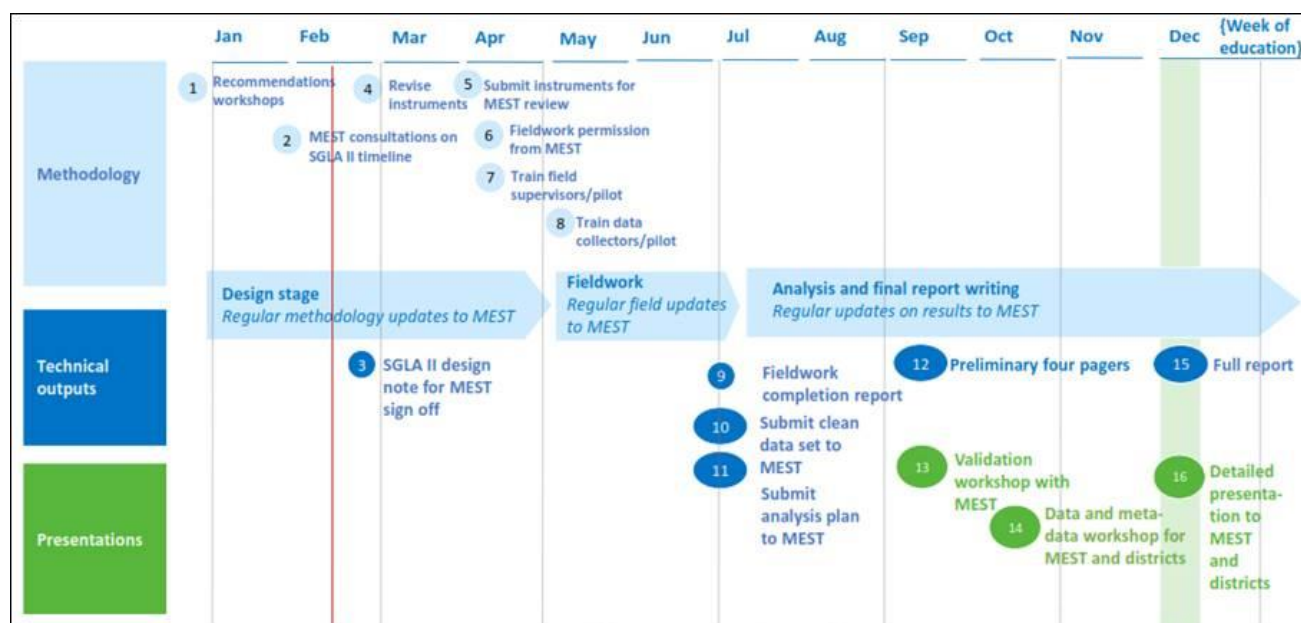


FIGURE 1 SGLA II ACTIVITY TIMELINE

2.5.2 Strengthening learning and research capacity within MEST

As with SGLA I, there are plans to hand over the SGLA II dataset to MEST and conduct a data capacity building workshop for staff at MEST. A quick analysis shows MEST does not have adequate numbers of officers with sufficient background in data analysis who can utilise the data for the benefit of the Ministry. The aim of the workshop is to enhance capacity within MEST for analysing and utilizing the SGLA data for informing strategy, policy and planning and participants will be carefully selected for the next round.

2.5.3 SGLA report and recommendations workshop

The SGLA report will be reviewed and signed by the new administration next quarter. After signing it will be disseminated widely. This quarter communication briefs were on teachers and pupils from the assessment report were reprinted and these have been circulated to all secondary school Principals through DSOs.

The SGLA report generates many recommendations for how to improve teaching and learning in secondary schools. In order to implement these recommendations properly, MEST needs to agree which of them are priorities, and plan their implementation accordingly. A half-day prioritisation workshop took place on 16th January 2018 (postponed from December 2017 because the scheduled date coincided with other equally important programmes in the Ministry). Based on the baseline SGLA findings and recommendations, eight actions were selected by MEST as high-impact and feasible for MEST to implement with support from various partners. These are shown in the table below.

Action	Status
a) Assessing disability in school to see what additional support teachers and schools need;	Not yet done; support can be provided through GATE 2

b) Study 'positive deviance' – successful students or schools – to see what could be learnt;	Not yet done; action with CEO
c) Rapid action research on teachers' subject knowledge and how this can be improved;	Not yet done; action with TSC; leverage expected through TSC and Leh Wi Lan
d) Assess the examination and assessment system to review its alignment with real world learning;	Not yet done; action with PRO
e) Support teachers to make better use of the lesson plans;	In progress through Leh Wi Lan; action with ES Basic Education
f) Rapid action and monitoring on remedial education;	Remediation research through Leh Wi Lan in progress; action with Asst. Director, JSS & SSS
g) Rapid action on teacher and school leadership;	Not yet done; leverage expected through UNICEF; action with Asst. Director, JSS & SSS
h) Review the gap between the curriculum and what is taught in schools, and students learning levels to ensure teaching is at the right level.	In progress through UNICEF; action with ES Basic Education

2.6 Management and Admin

2.6.1 Programme management policies

MMSL policies and procedures are established and guide current operations, including in the districts. These are constantly reviewed to ensure relevance and are subject to periodic audits.

2.6.2 Recruitment

Rapid development of technical implementation in the programme has created a need for more coordination of technical delivery within the team. In this quarter, two Mott MacDonald UK employees were appointed to share the role of Deputy Team Leader / Delivery Adviser. They will help coordinate technical implementation with one leading on Output 2 and the other leading on Output 4 and both providing strategic support to the programme and Team Leader as required.

2.6.3 Procurement

11,000 JSS Lesson Plan Manuals were procured and distributed to ensure all English and maths JSS teachers across the country have access to appropriate lesson plans. This has filled an important gap ensuring that JSS teachers now have access to effective coaching support and resources.

40 tablets were procured for the pilot of tablet-based reporting by SSOs and Supervisors in Koinadugu and Western Urban. The tablets have been duly customised with the Tangerine software and data capture forms and will be deployed when the pilot commences in the next quarter. Additional tablets will be procured when successful aspects of the pilot are rolled out to all SSOs and Supervisors.

In line with the agreed workplan, the programme continued to support effective functioning of the MEST Coordinator's Office and the Situation Room. Procurement of telephone cards, internet services, stipends for the 14-situation room focal points in the districts, and payment to 1,182 community monitors took place during the quarter.

Planned procurement for the next quarter is as follows:

- Print JSS and SSS pupil handbooks
- Print additional SSS Teacher Guides (lesson plans) to supplement IRC's production
- Procurement of 130 tablets to roll out the tablet-based reporting by SSOs and Supervisors using Tangerine.
- Procurement of motorcycles for SSOs to replace the motorbikes that are frequently having mechanical issues, plus up-graded personal protective equipment for SSOs and DSOs.
- Enhanced motorcycle training for SSOs and DSOs with the aim of reducing the frequency of accidents.
- Subject to MEST approval, procurement of motorcycles for Supervisors/Inspectors

2.7 Key Performance Indicators for the current quarter

Five key performance indicators were specified for the reporting period, January to April 2018. In addition, two indicators were missed in the previous quarter and carried forward into the reporting quarter. The following table shows the status of completion.

KPI / Milestone Deliverable	Report (MM)	Confirmed (DFID-SL)
<i>Deliverables carried forward from previous quarter</i>		
Every JSS teacher has access to the right LPM to teach	Achieved	
MEST identifies three priority actions from the learning survey and implements them	Achieved	

<i>Deliverables for current quarter</i>		
1. Satisfaction KPI (very satisfied/satisfied/unsatisfied). If over 50% of responses are unsatisfied (taking weighting into consideration), then milestone not achieved:	Tbc DFID	
2. Improved learning conditions in schools – SSS and JSS teachers have and are using the resources to improve teaching (<i>Milestone: 80% of JSS teachers in non-private schools using LPMs</i>)	Achieved 92% actual	
3. MEST and DEOs discuss and take decisions based on real time data to manage performance of individual schools at least monthly (<i>Milestone: DDEs/DEOs take decisions in response to real time data – at least 3 examples provided</i>)	Achieved	
4. Impact of annual learning assessment maximised (<i>Milestone: Provide Logframe and VFM data for Annual Review</i>)	Achieved	Confirmed
5. Logframe impact met for school year (<i>Milestone: 51,490 girls and boys passing BECE with credit grade in English and 50,525 girls and boys passing BECE with credit grade in maths</i>)	Achieved	Confirmed

Two milestones carried forward from the previous quarter were achieved in this quarter.

- 11,000 copies of the JSS LPMs were reprinted and distributed to JSS teachers of English and maths who, for a variety of reasons, did not have access to LPMs when visited by SSOs. The handover of reprinted LPMs to teachers/schools has been documented through completion and signing of Transfer Forms by Principals. This is to ensure LPMs remain in schools when individual teachers move on.
- MEST identified eight priority actions for responding to the findings of the 2017 SGLA report - see section 2.5.3. Of the eight actions, at least four are already in progress through MEST supported programmes:
 - Support teachers to make better use of lesson plans – implemented through SSO teacher support programme managed by Leh Wi Lan;
 - Rapid action and monitoring on remedial education – initial research and concept completed by Leh Wi Lan;
 - Rapid action on teacher and school leadership – implemented through Leh Wi Lan (engagement with JSS Principals through SSO visits, central role of Principals in distribution of reprinted JSS LPMs and circulation of SGLA information sheets to JSS and SSS Principals);
 - Review gap between curriculum and what is taught in schools – implemented through UNICEF basic education curriculum work.

Four out of five milestone deliverables for the current reporting quarter have been achieved. The satisfaction index deliverable based on a survey administered directly by DFID is the outstanding one.

The progress made in making LPMs available to all JSS teachers has occurred alongside improvements in teachers' use of the LPMs. The proportion of observed JSS teachers using

the right LPMs stood at 92% by April 2018. Degree and quality of usage still varied considerably amongst teachers. However, using LPMs has become an embedded practice and progress will be incremental, with more teachers moving from 'loosely using LPMs' to 'using appropriately with evidence of preparation'. Many qualitative examples were found of DDEs taking meaningful actions in direct response to analyses and identification of issues in the monthly school monitoring dashboard. Some examples are documented and can be shared separately. A comprehensive Logframe report was produced as part of preparations for the Annual Review in April. A VFM monitoring table and VFM narrative analysis template were also populated in advance of the AR.

3 Plans for next quarter, May - July 2018

This section highlights key results and activities for the next quarter, May to July 2018, building on current progress and in line with the implementation workplan approved in the programme Inception Report.

3.1 Key Performance Indicators for next quarter

The proposed KPIs and milestones for the next quarter (May – July 2018) 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 Deliverable: Pupils' Handbooks and Teacher Guides for SSS and Pupils' Handbooks for JSS reviewed and with printers, to be delivered in August and available for training in September)
3. MEST and DEOs discuss and take decisions based on real time data to manage performance of individual schools at least monthly (Milestone Deliverable: *"Monitoring of payroll at districts implemented"* dropped as no activity in this area. A replacement deliverable to be proposed)
4. Impact of annual learning assessment maximised (Milestone Deliverable: Implement learning assessment with information made available at district level for results to be distributed in September)
5. Logframe impact met target for school year (Milestone Deliverable: 51,490 girls and boys passing BECE with credit grade in English and 50,525 girls and boys passing BECE with credit grade in maths – this milestone is static until the next round BECE results)

3.2 Key Activities for next quarter

The full approved programme implementation workplan for the period July 2017 to July 2018 is attached as Annex 3. The following are headline activities by Output to be delivered during the next quarter.

Output 1: Improving learning conditions in secondary schools

Q05 Activities	May	Jun	July
Finalise GATE2 planning		x	x
Commence implementation with inception activities			x

Output 2: Improving learning conditions in secondary schools

Q05 Activities	May	Jun	July
JSS school visits by SSOs based on agreed visit schedules (classroom observation and teacher support)	x	x	x
Finalise development of JSS pupil handbooks (MEST technical review and QA)	x	x	x
Commission printing of SSS teacher guides and pupil handbooks and JSS pupil handbooks	x	x	x
Finalise distribution and training plan for printed SSS and JSS materials and agree this with MEST		x	
Finalise affordable model for teacher content remediation in conjunction with TSC		x	x
Finalise plan for student content remediation agreed with DFID and MEST for implementation next school year	x	x	x
Work with MEST and DFID to design a competitive Innovation Grant funding process for 2018/19 based on priorities of the new administration	x	x	x
(Subject to approval by DFID and MEST) additional SSO recruitment and induction to cover rollout to SSS		x	x
Design SSS TPD programme including writing materials and training of facilitators	x	x	x

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

Q05 Activities	May	Jun	July
Revisit strategy for capacity building for MEST officials with MEST management		x	x
Support incoming administration on new priorities for education providing technical advice as requested.	x	x	
Support dissemination of updated ESP and IP – including alignment with new government priorities	x	x	

Q05 Activities	May	Jun	July
Disseminate district analyses of performance in public exams to DEOs with recommendations on actions to be taken			
Support technical coordination across donor programmes domiciled in MEST (EU, World Bank) to ensure coherent delivery, e.g. on EMIS			

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

Q05 Activities	May	Jun	July
Ongoing management of DSO deliverables to ensure effectiveness and integration within DEO	x	x	x
Hold coordination meeting with all DDEs to review progress and any emerging operational challenges with respect to the district support work		x	
Implement package of support to DEOs once approved by DFID and MEST to improve operational capacity	x	x	
Continue to produce, disseminate and improve the Monthly School Monitoring Dashboard Report and gain greater district and national level engagement with it	x	x	x
Pilot tablet-based reporting by SSOs and Supervisors in two districts, evaluate and prepare national roll out	x	x	x
Support MEST integration of Situation Room into a comprehensive EMIS with harmonised reporting integrating various sources of data	x	x	x
Support MEST efforts to undertake status assessment of education at ward level through new Ward Education Committees	x	x	

Output 5: Improving capacity for monitoring, research and learning

Q05 Activities	May	Jun	July
Recruit and training enumerators, supervisors and coordinators for SGLA2	x		
Conduct SGLA2 field survey	x	x	
Data cleaning and analysis			x
Ongoing support to MEST to monitor key recommendations agreed for SGLA1	x	x	x

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
EduTrac	Mobile phone based data collection system developed by UNICEF
EMIS	Education Management Information System
ES	Executive Secretary
ESP	Education Sector Plan
ESPIG	Education Sector Plan Implementation Grant
EU	European Union
GATE	Girls Access to Education
GoSL	Government of Sierra Leone
GPE	Global Partnership on Education
GPS	Global Positioning System
HQ	Headquarters
IMT	Inclusive Management Team
IP	Implementation Plan
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
QA	Quality Assurance
QR	Quarterly Report
SGLA	Secondary Grade Learning Assessment
SR	Situation Room
SSO	School Support Officer
SSS	Senior Secondary School
STATA	Statistical analysis software package
TA	Technical Assistance
ToRs	Terms of Reference
UNICEF	United Nations Children’s Fund
VFM	Value for Money
WASSCE	West African Senior School Certificate Examination

