



Ministry of Basic and Senior Secondary Education
New England, Freetown, Sierra Leone

5TH QUARTERLY REPORT

Leh Wi Lan: Improving secondary education
May - July 2018

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1 Summary of overall progress

The current quarterly report covers the period from May to July 2018, a busy period coinciding with the establishment of a new government administration, not only in office but also in agenda, drive and intent. The positive and ambitious New Direction commitment to introducing Free Quality School Education (FQSE) from pre-school to SSS dominated the quarter under the direction of the Honourable Minister for Education. Leh Wi Lan was available to provide rapid on-ground support to the Minister in a number of important pre-launch FQSE activities including a series of social mobilisation exercises across the country; contribution of personnel, tablets and funding for validation through the SLTU to the 2018 National School Census; school monitoring visits by MBSSE officers to assess school readiness for phasing out of double-shifting by September; coordination of the Technical Committee on FQSE; and scenario planning and funding gap analysis to inform the FQSE start-up plan for September. This preliminary work built up towards what was to be a successful Presidential Launch of FQSE in August.

As one school year comes to an end and preparations are made for the next school year, a high level of activity has taken place across all outputs. This has involved finalising approach, preparing materials and preparing districts for several new initiatives to be introduced in September: pupil remediation pilot, scale up of tablet-based reporting by SSOs, recruitment of new SSOs, development of materials and approach for SSS and JSS teacher professional development.

Alongside the preparations for the new school year and priorities of FQSE, efforts have also been increased at district level to strengthen performance management within DEOs. Monthly DEO meetings have been re-established and, for the first time, DDEs are using data collected through school visits by SSOs to analyse evidence and take concrete action to improve schools. Support for performance management at district and school levels using SSO data is now established with a clear plan for roll out.

This quarter the SGLA2 survey was conducted, data cleaning completed and analysis begun. Importantly, the Honourably Minister has signed off the SGLA1 report and dissemination has begun with stakeholder consultations in the districts. This comes at a good time as DEOs have taken a keen interest in the data produced and are now engaged with the process of SGLA II and beginning to consider how the evidence can shape policy decisions in their districts.

The following table provides an overall summary of progress against programme plans and identifies key highlights, challenges and actions for the next quarter.

Green indicates 'completed', amber 'in progress' and red 'not done'.

Table 1 Summary of progress in Quarter 5 and actions for Quarter 6

Programme Output 2		Improving learning conditions in secondary schools		
KPI milestone for this quarter (05) 1. 100% JSS teachers have access to LPs 2. 85% JSS teachers using LPMs at advanced standard (level 3 and 4) 3. SSS lesson plans and pupils' handbooks and JSS pupils' handbooks reviewed, with printers, produced for training in September			KPI milestones for next quarter (06) 1. 100% JSS teachers have access to LPs 2. 85% JSS teachers using LPMs at advanced standard (level 3 and 4) 3. Term 1 JSS and SSS Pupils' Handbooks printed, delivered and distributed to schools 4. 95% of SSS teachers in government and government-assisted schools trained and provided with correct LPM 5. JSS and SSS Teachers benefiting from content remediation programme 6. JSS pupils benefiting from content remediation (3 pilot locations)	
Planned activities for this quarter (05)	Activity delivered this quarter (05)		Highlights/challenges	Activities for next quarter (06) (Aug – Oct)
Finalise development, printing and September distribution plan for JSS and SSS materials	Materials underwent several review processes: review by MBSSE consultants, MBSSE quality review, proof reading, copy editing, design of JSS Handbook covers. Procurement of printing was arranged: PHs through international tender, LPMs through competitive local tender.		IRC - delay in review timetable MBBSE - last minute title change from Teachers Guide to Lesson Plans There was an additional 3-week delay to printing timelines linked to Ministerial approval of the materials and procurement plan.	<ul style="list-style-type: none"> Conduct cluster/school based training for SSS teachers in use of lesson plans Conduct facilitator training in use of SSS lesson plans for SSOs, DSOs and Supervisors / Inspectors Conduct school leadership engagement with non-private school principals and assistant

Finalise JSS teacher content remediation approach with MEST/TSC	JSS teacher content remediation now built into overall JSS TPD programme and will be rolled out from September 2018.	Yellow	This will be an expansion of the foundation work created during the Port Loko Teacher Content Remediation Pilot in 2017.	<p>principals / heads of department – SSS.</p> <ul style="list-style-type: none"> • Roll out tablet-based reporting system to all SSOs and supervisors (SIS phase 2). • Integrate teacher remediation support into SSO coaching visits (including facilitation of peer support amongst teachers) • Share sample sets of SSS lesson plans (electronic and hard) with teacher training colleges • Print and distribute SSS LPMs to schools (English and Maths teachers) • Print and take delivery of Term 1 JSS Pupil Handbooks
Finalise pilot for student content remediation to be delivered in Q6	Pilot has been finalized. Final preparations within the selected districts (Port Loko, Kailahun, Kambia) ongoing. To be rolled out September 2018.	Green		
Agree a competitive Innovation Grant to be launched in 2018/19.	We are considering innovative approaches which align with and support the new government's Free Quality School Education Plan.	Red	Timely opportunity to redefine innovation funds as direct support to government's all-important FQSE policy.	
Plan expansion of SSOs to cover additional scope of work and SSS from Sept	Recruitment process ongoing.	Yellow		
Agree SSS TPD programme for lesson plan introduction in Sept	Worked with a TPD Specialist and local experts to create a robust program that aims to build and develop teacher capacity over 2 years.	Green		
Design JSS TPD programme for ongoing support from Sept	TPD planned scheduled rollout September 2018.	Green		
Monitor through SSOs use of additional JSS lesson plans	SSOs conducted in-school trainings on the use of the LPMs for teachers who have not received training and refresher courses for those trained last	Green		

academic year. SSOs have been monitoring teachers' use of the lesson plans.

Programme Output 3		Strengthening MEST planning & monitoring capacity	
Quarter 05 KPI milestone <i>1. Monthly national data dashboard progress reports produced by second week of the month for preceding month</i>			KPI milestones for next quarter (06) <i>1. Monthly national data dashboard progress reports produced by second week of the month for preceding month</i>
Planned activities for this quarter (05)	Activity delivered this quarter (05)		Highlights/challenges Activities for next quarter (06) (Aug-Oct)
Revisit MBSSE capacity building strategy	Review of MBBSE capacity building strategy is ongoing at DEO level. Central level needs to be aligned to priorities of the new administration, e.g. plan to establish FQSE secretariat.		<ul style="list-style-type: none"> Support early FQSE implementation efforts, including social mobilisation, planning to mobilise Ward Education Committees, and establishment of a functioning FQSE secretariat Agree with MBSSE headline ESP targets linked to new national priorities to inform sector performance monitoring framework Develop performance management routines based on national priorities and
Provide TA to new administration as requested	Ongoing TA provision to new administration as well as operational support		
Support dissemination of updated ESP and IP	Approval given by Minister for production and dissemination of ESP communication brief		

		delayed due to focus on FQSE launch	targets, including quarterly stocktake with DEOs.
Support MBSSE with development of ward assessment initiative to underpin planning for implementation of free education policy	Supported MBSSE with development of ward assessment initiative (2018 school census) to underpin planning for implementation of free education policy		<ul style="list-style-type: none"> Produce and disseminate ESP communication brief linked to New Direction priorities
Undertake quarterly stocktake with DEOs using Data Dashboard to introduce performance management routine.	Monthly DEO meeting re-instated to use data from Dashboard and introduce performance management routine.		

Programme Output 4		Strengthening district capacity to hold schools/teachers to account	
Quarter 05 KPI milestone <ol style="list-style-type: none"> Three examples of decisions taken by DDEs/DEOs in response to real time data Real time data systems to be supported by Leh Wi Lan being implemented and used as part of established performance management system Three monthly dashboard monitoring reports integrating SSO, supervisor and Situation Room data produced and circulated 		KPI milestones for next quarter (06) <ol style="list-style-type: none"> Three examples of decisions taken by DDEs/DEOs in response to real time data Real time data systems to be supported by Leh Wi Lan being implemented and used as part of established performance management system 100% of SSOs reporting monthly using Tangerine tablets 	
Planned activities for this quarter (05)	Activity delivered this quarter (05)	Highlights/challenges	Activities for next quarter (06) (Aug-Oct)

Ongoing management of DSO deliverables	Ongoing management of DSO deliverables	New monthly tracking tool has been developed to strengthen DSO monitoring and management.	<ul style="list-style-type: none"> • Continue coordination with Deputy Directors of Education; arrange a joint meeting of DDEs and DSOs with the Honourable Minister. • Follow up on and implement support package to DEOs. • Support district level planning and continue to engage district level performance management routines and report on progress • National roll out of tablet-based reporting by SSOs and supervisors. • Coordinate with MBSSE on the Minister's plan to establish Ward Education Committees.
Hold DDE coordination meeting	DDE coordination meeting took place in Kenema and addressed technical (e.g. use of dashboard and learning assessment data) and operational issues.	Whilst often postponed this meeting took place this quarter and prompted crucial discussions and decisions that have enhanced the district strengthening work.	
Secure sign-off on and implement package of support to DEOs	The support package responding to DEO capacity needs has been approved by the Honourable Minister and implementation will take place in the next quarter.	The package will be implemented in two parts: immediate provision of operational office support facilities and then provision of supervisors' motorcycles contingent on individual DEO plans to mobilise supervisors to visit schools.	
Implement Monthly School Monitoring Dashboard Report	Monthly School Monitoring Dashboard Report implemented and June and July reports shared with DEOs.	For the first time DEOs are discussing and analysing the data from these reports. However, the challenge of integrating supervisors data into monthly dashboard continues due to low mobilisation of supervisors.	
Pilot tablet-based reporting by SSOs and supervisors	Pilot completed for tablet-based reporting by SSOs and supervisors	Evaluation is underway and findings will be shared and inform national scale up next month	

Support status assessment of education at ward level	SSOs and DSOs supported the assessment of education at ward level through 2018 National School Survey	Publication of report, which will contain the most up-to-date school data, awaited (analysis and reporting supported by World Bank).	
Support DDEs to monitor school performance and take improvement actions based on integrated monitoring dashboard	Monthly DEO meetings established to support DDEs to monitor school performance and take action based on integrated dashboard		

Programme Output 5		Monitoring, research and learning	
Quarter 05 KPI milestone <i>Second learning assessment delivered with aim to distribute preliminary results in September</i>		KPI milestones for next quarter (06) <i>Preliminary findings of SGLA2 presented and validated with the Ministry and partners</i>	
Planned activities for this quarter (05)	Activity delivered this quarter (05)	Highlights/challenges	Activities for next quarter (06) (Aug– Oct)
Training of all field workers for the SGLA2 survey	All field workers trained for the SGLA2 survey	100 field workers and supervisors trained in May 2018.	<ul style="list-style-type: none"> • SGLA benchmarking / curriculum alignment workshop to analyse data and inform SGLA2 report writing • Publish SGLA2 results and ensure district level data is available
Conduct SGLA2 survey	SGLA2 survey conducted in June 2018. Data collection completed covering 700 schools across 16 districts and 5 regions. In each school 8 students were interviewed/tested and four teachers and one principal were interviewed.	As expected, the rainy season proved challenging in reaching remote locations and low connectivity sometimes slowed table based reporting. However, these logistics were managed to minimise impact on the survey.	

<p>Cleaning and analysis of SGLA2 data</p> <p>Disseminate final report of SGLA and relevant communication briefs widely, including via the MBSSE website</p>	<p>Cleaning and analysis of SGLA2 data ongoing.</p> <p>Final report of SGLA signed off by Minister. Communication briefs already shared with DDEs and Principals, as well as discussion sessions with DDEs, supervisors and SSOs.</p>	<p>A user consultation exercise was carried out to ensure report presentation is tailored to target audiences.</p> <p>Subject to MBSSE permission, intention to also publish on external websites.</p>	<ul style="list-style-type: none"> • Agree mechanism and process for feeding survey results into performance management systems at national and district levels • Work with MBSSE and stakeholders to incorporate survey results into policies, strategic plans and implementation workplans
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2 Programme progress by Output

2.1 Programme Output 1 - Keeping girls safe in school

During this quarter Terms of reference defining the scope of the extension phase and building on aspects of GATE1 have been agreed by the Ministry and an inception phase is expected to commence in the next quarter. Disability will receive a major focus within the extension and we expect to finalise a disability strategy during the inception. Indicative timeline for O1 rollout is: July to Dec 2018 – phase 1 inception; Jan to Apr 2019 – phase 1 implementation with focus on JSS; May 2019 onwards – phase 2 implementation with focus on JSS, SSS and disability inclusion.

2.2 Programme Output 2 – Improving learning conditions in secondary schools

The progress reports below are in line with agreed workplan objectives.

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

2.2.1 Development of JSS Pupil Handbooks and SSS Lesson Plans and Pupil Handbooks finalised



JSS English and Language Arts Pupil Handbooks were received from IRC and proof read, copy edited and formatted to a print-ready version ready for printing. Covers were designed by a graphic designer to meet high quality design standards and to keep the colour and design theme of JSS Lesson Plan Manuals (LPM)s. Hard copy samples of all books were provided to

MBSSE who signed off on the books. SSS LPMs were also received from IRC and checked for design quality before being submitted to the printer.

The Minister took keen interest in reviewing the books before final approval to print was received for both the LPMs and Pupil Handbooks. The additional period needed to secure Ministerial approval has not significantly impacted on the timeline for delivery of SSS Lesson Plans and the Sierra Leone based printer is on track to deliver before the start of the school year. Delivery of the Pupil Handbooks will be done in termly instalments as approved, with Term 1 delivery at the end of October, Term 2 in November and Term 3 in December.

2.2.2 Approach to reallocating Innovation Grant to be launched in 2018/19 introduced
Leh Wi Lan has funds allocated to design and launch an Innovation Grant process. The aim of these grants was to identify areas of national priority aligned to programme aims and to seek out operators that would be able to develop innovative pilots with a view to potential scale up. More recently, since the change of administration and the focus on Free Quality School Education (FQSE), there has been a desire to link focal areas to priorities in the FQSE plan.

On further reflection, given the strong commitment made by the GoSL to FQSE both in political and financial capital, there is now a desire within Leh Wi Lan to support efforts more systematically rather than going through a parallel project grant-making process that will lead to implementation by a number of non-government actors. Given the changes there is now new energy within the MBBSE and supporting them more directly to progress their medium-term plans for FQSE is a more strategic and potentially sustainable way to use these funds to benefit children in the Sierra Leone secondary school system. A concept note has been developed detailing how these funds can be implemented for FQSE support and will be discussed with DFID and MBSSE in the following quarter.

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

2.2.3 JSS Teacher Professional Development programme for ongoing support finalised

The concept note from last quarter was discussed with MBBSE and Teaching Service Commission (TSC). JSS teacher support has been designed close to schools in order to contextualise learning and facilitate peer learning amongst small clusters of teachers. Professional development will be provided through SSOs and cluster training led by Star Teachers. During this quarter, an activity was undertaken to identify Star Teachers. This will be verified and confirmed next quarter. Materials are currently being prepared by professional trainers for the training in September.

2.2.4 Pupil Remediation Pilot finalised

The concept note from last quarter was shared with MBBSE. A team of national material writers was recruited to adapt the JSS1 Maths and English Lessons for use in the remediation pilot. The materials are now being designed to offer learning that is aligned to the curriculum but at the right level for lower ability pupils. This includes breaking down complicated

concepts, offering additional tools for learning and providing teaching tips that help teachers meet needs of low ability pupils. A draft Monitoring and Evaluation framework is being designed. This includes a) pupil assessment b) teacher interviews and c) teacher journals. This will be tested and finalised in the next quarter. DSOs in three pilot districts (Port Loko, Koinadugu and Kambia) have received orientation on the pilot model. Design will be finalised in time for roll out in September.

2.2.5 SSS Teacher Professional Development programme developed

The concept note from last quarter was discussed with MBBSE and TSC. A team of national and international material writers was recruited to develop the SSS TPD Term 1 materials. The materials support teachers to use the LPMs and support HoDs with academic leadership. These materials were reviewed with members of TSC and EU to ensure alignment to the Professional Teacher Standards. The materials were also tested with teachers to gain feedback and improve design. A teacher assessment tool is being designed to evaluate change in attitude and subject knowledge. Next quarter facilitators will be trained and the programme will roll out to all SSS Maths and English teachers.

2.2.6 SSO performance evaluated and the cadre of SSOs expanded for 2018/19

In the 2018/2019 academic year, the work of School Support Officers (SSO) will be expanded to include support to teachers in SSS and additional focus on gender and inclusion. As a result, approval was received to recruit an additional 50 SSOs. Recruitment efforts were conducted nationwide, shortlisting candidates that met the criteria of Minimum BA Education, BA General with Diploma in Education, or BEd (secondary). We received 765 applications, longlisted 298, and shortlisted 167 for interviews. Interviews were conducted at district level by a LwL Team (Central Team Member, DSO and DD). Candidates undertook a written numeracy and literacy exam as well as competency based interview with each interviewer (Central Team member, DSO and DD).

DSOs conducted evaluation of existing SSOs for Term 3. This involved a written literacy and numeracy test as well as scoring them on the competencies of their role. Scoring was benchmarked and agreed in a collaborative meeting with all DSOs and two Output Leads. From this exercise, the strongest SSOs were identified – who could mentor new SSOs and those unable to meet the expected standard were identified (a total of 7) and will not receive contract renewal.

Work is now being undertaken to prepare for the SSO induction in the next quarter. Training content is being prepared and will be delivered to all SSOs – new and old.

2.2.7 School leadership approach developed

A mapping exercise took place considering where the programme has engaged school leaders to date and where future plans to work with school leaders exist. Across all components school leadership engagement is critical in order to secure buy-in at every level and sustain change. A more holistic approach to strengthening school leadership has been considered and

discussed with MBBSE and TSC. A concept note has been produced for discussion with DFID. Next quarter this will be taken forward into a concise strategy and action plan.

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

The progress reports below are in line with agreed workplan objectives.

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

2.3.1 Completion of application for Global Partnership on Education funding

Recommendations on the Sierra Leone Education Sector Plan Implementation Grant (ESPIG) Application have been forwarded by the GPC to the GPE Board members for a decision in August.

2.3.2 Monitoring performance by district

During this quarter, DEO monthly meetings were restructured and became a prominent focus again. The data coming from the monthly monitoring reports and the pilot Tangerine data is being shared and discussed at these meetings.

A more structured quarterly stocktake is to be introduced after capacity building for DEOs on evidence-based planning, targeting and progress review.

Data that will feed into this process will also include information from the SGLA and annual district-level analysis of performance of candidates and schools in 2018 public exams (BECE and WASSCE) which is in preparation under Output 3.

Objective 2: Support the delivery of government reform priorities (former wording: “support the delivery of PDT objectives to June 2017 (and beyond given MEST’s recent commitment to a post-PDT transition plan”)

2.3.3 Technical and operational support to MBBSE provided to support FQSE planning

This quarter has seen a large uplift in the level of technical assistance to the new administration given the energy and demands emanating from Free Quality Secondary Education (FQSE). Leh Wi Lan has been contributing strategically to the practical direction of the policy – notably helping encourage the administration to move towards a phased approach for FQSE where implementation is realistic given time, money and financial constraints. Leh Wi Lan has become a welcome and trusted source of support during this period. The following list outlines some of the key strategic inputs provided.

- i. Production of Education Status Report covering 2017 calendar year and submitted to Transition Committee, and support to MBSSE on drafting the education input into the State Opening of Parliament Address.
- ii. Support to MBSSE in determining appropriate implementation structure for FQSE, support in preparation of TORs of FQSE Technical Committee, preparation of FQSE presentations by MBSSE at State House, IMPG and Technical Committee, production of working templates and coordination support to functioning of the Technical Committee.
- iii. Support in putting together the 5-year MBSSE Action Plan based on a matrix from the Office of the Chief Minister (OCM), preparation of start-up costs scenarios for FQSE, and funding gap analysis in advance of start-up in September.

At the Minister's request, Leh Wi Lan also supported operational activities by MBSSE considered critical to FQSE start-up. A nationwide series of social mobilisation exercises targeted at Paramount Chiefs and other traditional leaders, as well as district level stakeholders was successfully supported. The 2018 National School Data Census was initiated by the Minister as a critical activity to generate robust planning and implementation data for FQSE. Leh Wi Lan contributed to the planning, enumeration (including deployment of DSOs, SSOs and tablets for data collection), and validation (through support to the Sierra Leone Teachers Union) stages of the Census. At the direction of the Minister, a team of MBSSE monitoring staff was supported to visit schools in the Western Area to assess their capacity to introduce single shift systems from September, in line with the priority of the new government to eliminate double shifting in schools.

2.3.4 MBSSE Capacity Building needs reviewed

Much of the focus this quarter has been on FQSE at national level and on supporting the use of better data and monthly meetings at District level.

This quarter a concept note for improving performance management from national to district levels was developed and is being discussed with MBSSE and DEOs. The four key elements to this included performance management routines, better data, improved planning / targeting / monitoring and aligned capacity building. The capacity building proposed connects the other three areas notably:

- Evidence-based planning/targeting
- Monitoring progress through performance management routines
- Collecting and using better school level data through Tangerine.

This aligns with Leh Wi Lan's revised Logframe results (for Output 4) and will be rolled out more fully in the next quarter.

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

The progress reports below are in line with agree workplan objectives.

Objective 1: Strengthen district supervision of schools

2.4.1 DSO deliverables managed

Efforts have been doubled to ensure effective management of DSOs and tracking their performance based on agreed deliverables and timelines. This in turn is aimed to support more effective and equitable deployment of SSOs and to promote increased support to DEOs from the programme. To track the performance of DSOs a monthly tracking tool has been developed to be updated on a monthly basis. This will be used to determine the level, equitable distribution and promptness of expected support from DSOs and SSOs and to help track performance at district level.

2.4.2 District support and coordination improved

Coordination meetings have been designed as a platform for fostering the joint management of the project and ensure adequate inputs from the ministry. The second of these was held in Kenema in June. This meeting was attended by DDEs, the Director of Inspectorate and Leh Wi Programme staff. Objectives for the Kenema meeting included sharing important programme updates and key decision points, reviewing progress and effectiveness of school monitoring data system (district) for improving the quality of support to schools, and identifying feasible district strengthening activities and strategies for enhancing frontline delivery (DEO and School Level). The objectives were suitably addressed and the meeting resolved on a number of actions including:

- Sharing monthly School Monitoring Reports to DEOs via DSOs each month
- Adopting a more structured approach to the DEO Monthly Meeting
- Commitment of all districts to be included in Tangerine rollout
- Need for clear communication with district level stakeholders, particularly school heads, on FQSE in advance of rollout in September

Securing sign-off on a package of support to DEOs has been ongoing since the start of the second quarter. A set of needs ranging from office furniture and accessories to mobility and connectivity was developed. This list has now been updated following the coordination meeting with DDEs, re-submitted and signed off by the Ministry.

2.4.2 Monthly School Monitoring Dashboard Report more widely used

The June Dashboard was for the first time shared directly with District Education Offices during their Monthly DEO meetings. DEOs are now discussing and analysing implications of current school monitoring data on learning outcomes in the districts and producing monthly issue logs made up of follow-up actions to support schools and learning at district level.

2.4.3 Pilot tablet-based reporting for SSOs and Supervisors completed

A successful pilot has been conducted in two districts - Koinadugu and Western Urban. SSOs received training on use of Tangerine software and used the tablets for their school visits and lesson observations. Ongoing monitoring and oversight ensured emerging issues were addressed and lessons learned to inform scale up. School and lesson observation data collected by the tablets was fed through to a live dashboard that can be accessed from any

internet-enabled device via <http://reporting.sierraleone.tangerinecentral.org>. The dashboard and data have been demonstrated to various national and district stakeholders. A draft enhanced School Monitoring Report has also been developed to highlight all the data that is coming from Tangerine. The evaluation of this pilot is now under way and a full report will be produced next quarter. Design and planning for national rollout is underway as well as migration of the technical platform to Tangerine Version 3. Benefits of V3 will be reviewed in next Quarter's report.

2.4.4 DDEs monitoring capacity improved

Building on the introduction of structured monthly DEO meetings in the districts, a new tool has also been introduced to help DDEs to achieve a clear view of challenges and agreed actions based on monitoring data on a monthly basis. The Issues Log is expected to become a vital day-to-day management tool for DDEs. An example from Kambia is shown below.

DEO MONTHLY ISSUE LOG Kambia District								
District	Kambia			Name of DDE		Allimamy Kamara		
Date of Meeting	25-Jul-18			Reporting DSO		Allieu Moses Serry		
Attendance	Allieu M. Serry	Leh Wi Lan/Mott Mac	DSO	Summary of monthly issues and actions		<p>The District Education Office Meeting is designed as a platform where all stakeholders in the DEO, Leh Wi Lan team (DSO&SSOs), local council, paramount chiefs and implementing partners meet and discuss issues affecting education at district level and finding ways to combat these issues and introduce initiatives that will help improve and form an education system that delivers results. It is one of the deliverables of the SSEIP (Leh Wi Lan) programme. This meeting gives the DEO the opportunity to reflect on past issues actions and data and set action points and priorities for the coming month. It is also a forum where local and national messages or information can be communicated to the audience and agree on issues that can be resolved at field level and those that need escalation.</p> <p>On Wednesday 25th July 2018, the inaugural DEO meeting for Kambia was held at Kolenten Junior Secondary School. The meeting was chaired by the Deputy Director as expected and was well attended with all Inspectors of Schools, Supervisors and other participants present.</p> <p>The meeting was highly welcomed by the DD and all DEO staff saying it gives them chance to report successes and challenges from the field and also issues affecting their performance as agents of change in the education sector.</p> <p>So many issues came up during the DEO meeting but the highlights were as follows:</p> <ul style="list-style-type: none"> Schools with multiple streams to have extra Lesson Plan Manuals The use of local languages by teachers in delivering lessons Pupils in examination classes boycotting schools for extra and night classes 		
	Allimamy Kamara	MoBSSE	Deputy Director					
	Sahr Ruben Suluku	MoBSSE	Assistant DD					
	Nabil Y. Dumbuya	MoBSSE	Supervisor					
	Ibrahim S. Yillah	MoBSSE	Supervisor					
	Abdulai Yiki Sillah	Leh Wi Lan/Mott Mac	SSO					
	Abu Bakarr S. Kamara	MoBSSE	Supervisor					
	Morlai I. Kamara	MoBSSE	Supervisor					
	Mohamed T. Kamara	Leh Wi Lan/Mott Mac	SSO					
	Fuad Kamara	MoBSSE	Supervisor					
	Komrabai A. Kamara	Leh Wi Lan/Mott Mac	SSO					
	Eric K. Dumbuya	MoBSSE	Supervisor					
	Abdul S. Njai	MoBSSE	Supervisor					
	Joseph A. Conteh	MoBSSE	Supervisor					
	Yousouf M. Turay	MoBSSE	Supervisor					
	Kemoh Bangura	Leh Wi Lan/Mott Mac	SSO					
	Brima Kandapa Kargbo	MoBSSE	Senior Inspector of Schools					
	Alimamy B. S. Bangura	Leh Wi Lan/Mott Mac	SSO					
	Momodou A. Kamara	MoBSSE	Inspector of Schools					
	Anthony H. Kamara	MoBSSE	Inspector of Schools					
	Peter F. Vandy	MoBSSE	Supervisor					
	Moses B. Tucker	Leh Wi Lan/Mott Mac	SSO					
	Gasimu Bah	MoBSSE	Situation Officer					
	Mariamama Kargbo	MoBSSE	Secretary					
	Abass Kamara	MoBSSE	Support Staff					
	Moses K. Vandi	MoBSSE	Supervisor					
	Amadu A. Jalloh	MoBSSE	Typist					
	Mohamed A. Chantle	MoBSSE	Typist					
Key issue	Reported by	Affected location	Detail of issue	Recommended action(s)	Timeline for delivery	Person(s) responsible	Status	Comment/Progress
Lack of extra LPMs for schools with multiple streams	Eric K. Dumbuya	Mambolo Chiefdom	The initial LPM distribution did not take into account schools with multiple streams. For example there are some schools where one class has many streams like JSS 1A, JSS 1B, JSS 1C, JSS 1D, JSS 1E etc. Only 3 LPMs were given to one class. So in the above example, if one stream is using term one for instance, the other streams will be left deprived of the same LPM. This is the situation in many schools with	Extra LPMs for each term to be provided to schools with multiple streams	30-Aug-18	DSO	Open	
SSOs not sharing weekly schedule to zonal supervisors	Brima Kandapa Kargbo	All chiefdoms/zones	By not sharing weekly schedule, SSOs deny zonal supervisors the opportunity to visit, supervise and know of whatever activity SSOs have been doing in their various clusters. For instance, some supervisors were not aware of the LPM distribution and teacher coaching sessions undertaken by SSOs.	Weekly schedule must be shared with each zonal supervisor	30-Jul-18	SSOs	Open	
The use of local languages by teachers in delivering lessons in classrooms	Peter F. Vandi	Samu Chiefdom	Local language use by teachers in teaching is becoming predominant in Samu chiefdom. This is seriously affecting the fluency of pupils in the use of English language and their overall performance of pupils in public examination. This problem is not peculiar to Samu alone, it is also found in the other chiefdoms in Kambia	The use of local languages by teachers in delivering lessons must be discouraged	30-Jul-18	Zonal Supervisors/SSOs	Open	
Pupils in examination classes boycotting classes in schools for extra and night classes	Moses B. Tucker	Tonko Limba	Most pupils in examination classes do not go to schools for classes once they have registered for the public/external exam. They prefer going for extra classes like night classes. In most of these night classes, pupils don't get what they look rather they found themselves hanging out at night idly and sometimes in sexual activities with colleagues and teachers	DEO to hold chiefdom meetings to engage local authorities and stakeholders on the issue and these meetings must include DISEC member	30-Jul-18	DEO/Supervisors	Open	
Pupils in examination classes boycotting classes in schools for extra and night classes	Moses B. Tucker	Tonko Limba	Supervisors lack logistical support like fuel and	DEO to hold chiefdom meetings to engage local authorities and stakeholders on the issue and these meetings must include DISEC member	30-Jul-18	DEO/Supervisors	Open	
Lack of adequate logistical support for zonal supervisors	Joseph A. Conteh	All supervisors	Most pupils in examination classes do not go to schools for classes once they have registered for the public/external exam. They prefer going for extra classes like night classes. In most of these night classes, pupils don't get what they look rather they found themselves hanging out at night idly and sometimes in sexual activities with colleagues and teachers	Supervisors must be provided with some kind of support to help them carry out their role effectively	30-Jul-18	LWL/Mott MacDonald SL Ltd.	Ongoing	
Involvement of pupils and teachers in 'Lumas'	Anthony H. Kamara	All chiefdoms/zones	On Luma days, schools close down early before the actual time set out on their timetable because most pupils and teachers are involve or take part in the buying and selling of goods and services. For example, if they are to off at 2pm, on a Luma day they will off early say by 11 - 12 noon. This affects learning outcomes as teachers don't make up for lost times and as a result are unable to complete all topics and	DEO/supervisors to engage local authorities on the impact Lumas on schools	30-Jul-18	DEO/Supervisors	Open	
Next Meeting: 30th August 2018								
Signature of DDE								
Date	25-Jul-18							

FIGURE 1 SAMPLE ISSUE LOG FROM KAMBIA

2.4.5 National and district performance monitoring systems linked

At national level, a performance-management concept note has been developed and discussed with MBSSE. This introduces a structured approach to performance management that includes evidence-based planning, target setting and district learning forums. The chart below demonstrates how these components feed into performance management routines and capacity building at national, district and school levels.

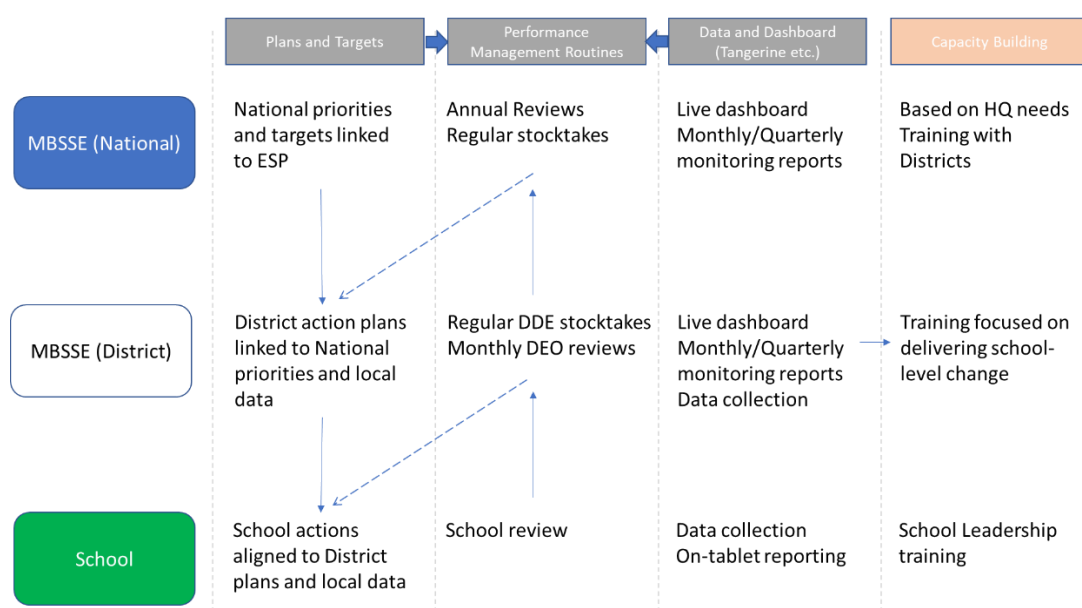


FIGURE 2 PERFORMANCE MANAGEMENT CHART

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

The progress reports below are in line with agreed workplan objectives.

Objective: Conduct an annual independent learning assessment

2.5.1 Second annual secondary grade learning assessment conducted

As a follow up to the training of supervisors and regional coordinators in April, approximately 100 field supervisors and enumerators were trained in Freetown in May. They were trained in interviewing and test administration techniques (especially using hand-held devices)¹. A third and final field pilot was carried out in Bo and Kenema districts in 120 schools before commencement of fieldwork.² Data collection started on 15 May and, as per schedule, was completed on 21st June 2018 covering 700 schools across 16 districts and 5 regions. In each school 8 students were interviewed/tested and four teachers and one principal were interviewed.

As in SGLA1, the learning assessment tools contained 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.

¹ Called 'Computer Assisted Personal Interviewing' or CAPI.

² The rationale was to introduce trainees to 'real life' data collection scenarios in urban, peri-urban and rural settings.

After completion of data collection in June, data cleaning has been completed and data analysis is ongoing.

2.5.2 DDEs prepared for use of annual survey results to inform policy and strategic planning

The sample size for SGLA2 has been increased to support district level reporting. In order to introduce the Deputy Directors of Education (DDEs) in the districts to the secondary grade learning assessment, the SGLA1 report and its recommendations were presented to all 14 DDEs at a DDE coordination meeting on 22nd June 2018.

In order to develop appropriate evidence products and communication plans for different stakeholders, there was a series of consultations with key stakeholders in MBSSE head office and DDEs in the districts, the Leh Wi Lan team and the European Union support for Education team lead. The outputs of these consultations will be used to:

- Appropriately cut the data and identify the evidence from the secondary grade learning assessment that speaks to stakeholders' particular needs;
- develop evidence products and communication plans based on the secondary grade learning assessment that get information to stakeholders through the right channels, in the right forms, when it is relevant to their work.

As part of the stakeholder consultations there was a meeting with all the DDEs in Port Loko to introduce them to SGLA2 and to get them to identify challenges in teaching and learning in their districts which the SGLA II report can help them address.

2.6 Management and Admin

2.6.1 Programme management policies

MMSL took a step forward in improving the quality of financial management services by migrating its payment system into an electronic management and banking platform. This will substantially cut down on the use of cash and cheque payments, thereby making for a safer and more efficient payment environment.

2.6.2 Recruitment

The recruitment process was concluded to engage 50 additional SSOs and replace 10 in the existing team (3 resigned and 7 have their contracts discontinued for non-performance). District based longlisting of applications involving DDEs and DSOs has been conducted. This will be followed by centralized shortlisting to ensure robust compliance with advertised minimum requirements and testing/interviewing of shortlisted candidates during the next quarter.

2.6.3 Procurement

It was a busy period for procurement. AECOM, the international procurement supplier agency approved by DFID for large-scale international procurements, was contracted by Mott MacDonald to manage the printing of JSS and SSS Pupil Handbooks. AECOM is providing end-to-service from printing of the materials to shipping and distribution to districts. A total

of 2,582,454 Maths and English PHs will be produced for 441,338 students in non-private JSS and SSS. Each student in JSS to SSS3 will have access to 6 termly units (Terms 1-3 English and Maths). Pupils in SSS3 Special will have only Terms 1 and 2 materials as they will be sitting their WASSCE exams in Term 3. An additional 129,123 units of English and Maths PHs are to be produced as contingency stock. Delivery and distribution will be in termly instalments in November and December 2018.

Local competitive bidding was also administered locally to identify a Sierra Leone based printer to print 16,000 Lesson Plans for English and Maths teachers. The printing job will be awarded and commenced in the next quarter.

A total of 130 tablets were procured as part of preparations for rollout of the Tangerine pilot to all SSOs and MBSSE supervisors. An additional 75 units will be procured in the next quarter to cover other categories of key users.

Approval was received during the quarter for the next round of motorcycle procurement – 50 replacements for existing SSOs whose inherited motorcycles have become worn out and another 50 motorcycles for new SSOs currently being recruited. In the next quarter too, a procurement plan will be initiated for motorcycles for MBSSE supervisors, part of the DEO support package approved by the Honourable Minister.

2.7 Key programme risks in the quarter

Three key risks were identified as critical to programme delivery during the quarter and mitigating actions carefully monitored.

TABLE 3 KEY RISKS AND MANAGEMENT FOR THE MAY-JULY 2018 QUARTER

Key Risk	Impact	Mitigation
<p>Production and distribution of Pupil Handbooks (English & Maths) in support of Free Quality School Education; risk of:</p> <ul style="list-style-type: none"> • delivery behind schedule • increased production costs • books not reaching schools, or schools not prepared to receive books, or books are received but not used 	<ul style="list-style-type: none"> • Severe impact on the ability of government to provide free education of <u>good quality</u> and, consequently, low pupil achievement in English and Maths. • Low durability of books will result from poor quality production. • Poor distribution will limit the number of children receiving books to improve learning. 	<ul style="list-style-type: none"> • Rigorous management of procurement supplier to minimise changes to delivery schedule • Minimisation of last minute changes by MBSSE that directly impact on production timeline • Transparent communication of any changes to MBSSE to manage expectations • Joined up team approach to distribution planning to lever available knowledge, experience and resources

		<ul style="list-style-type: none"> Process QA and due diligence to manage production process
<p>Implementation of Free Quality School Education policy; risk of:</p> <ul style="list-style-type: none"> low implementation capacity inadequate communication of FQSE package Insufficient funding to deliver promised package 	<ul style="list-style-type: none"> Severe impact on the ability of government to keep its promise of free quality school education for all children Time lags in implementation and elements of FQSE package not delivered on time 	<ul style="list-style-type: none"> Comprehensive analysis, presentation and communication of FQSE package National Launch of FQSE Comprehensive communication plan to report progress and manage public expectation Phased approach to implementation based on 5-year plan to manage affordability Improvement of MBSSE operational capacity to manage implementation (FQSE secretariat)
<p>Recruitment of additional School Support Officers; risk of:</p> <ul style="list-style-type: none"> poor quality applications and candidates work overload because of expanded ToRs/schedules 	<ul style="list-style-type: none"> Coverage of secondary schools will be inadequate and the quality of support to English and Maths teachers low High turnover of SSOs could result from disengagement due to non-performance 	<ul style="list-style-type: none"> Rigorous selection process with application of minimum standards Comprehensive induction programme Ongoing refresher programmes Validation of SSO clusters to maintain optimal ratio of SSO to schools/teachers

2.8 Key Performance Indicators for the current quarter

Four key performance indicators were specified for the reporting period, May to July 2018. The following table shows the status of completion.

TABLE 2 KEY PERFORMANCE INDICATORS – PROGRESS IN THE MAY-JULY 2018 QUARTER

KPI	Milestone	Status
Satisfaction KPI (very satisfied/satisfied/unsatisfied)	If over 50% of responses are unsatisfied (taking weighting into consideration), then milestone not achieved	Administered by DFID <u>Evidence:</u> Scores and qualitative responses summarised by DFID.
Improved learning conditions in schools – SSS and JSS teachers	JSS and SSS Pupils' Handbooks (Term 1) and SSS Lesson Plans (all Terms) reviewed and with	Achieved

have and are using the resources to improve teaching	printers, to be produced and delivered for training in September	Materials with appointed printers with agreed delivery schedules. <u>Evidence:</u> Emails with download links to print-ready materials sent to appointed printers.
MEST and DEOs discuss and take decisions based on real time data to manage performance of individual schools at least monthly	Leave blank and redistribute % across remaining deliverables	
Impact of annual learning assessment maximised	Deliver learning assessment with information available at district level for results to be distributed in September	Achieved SGLA2 field enumeration completed on schedule. Analysis on track to deliver preliminary results in Sept. <u>Evidence:</u> SGLA2 fieldwork completion report
Logframe impact met target for school year	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	Achieved (until 2017/18 exam results are published) <u>Evidence:</u> 2016/17 BECE results in Logframe actuals.

The satisfaction index deliverable is based on a survey administered directly by DFID. In future, level of customer and client satisfaction will be measured through DFID's own supplier scorecard review process.

3 Plans for next quarter, August - October 2018

This section highlights key results and activities for the next quarter, August to October 2018, building on current progress and in line with the approved implementation workplan.

3.1 Key Performance Indicators for next quarter

From the next quarter, KPIs and milestones are to be presented by Output – one for each Output. The proposed KPIs and milestones for the next quarter (Aug – Oct 2018) are:

1. Output 1 – Improved learning and safety for girls and students with disabilities – *Milestone: Implementation Plan for GATE2 agreed with MBSSE.*
2. Output 2 - Improved learning conditions in schools – *Milestone: SSS Lesson Plans printed and distributed to SSS English & Maths teachers and training conducted*
3. Output 3 - MEST and DEOs discuss and take decisions based on real time data to manage performance of individual schools at least monthly – *Milestone: Monthly School monitoring dashboard report circulated to DEOs, CEO and DFID within 2 weeks of previous month-end for 3 consecutive months*
4. Output 4 – Strengthened capacity to support schools – *Milestone: Three initiatives agreed with DFID and supported to help MBSSE (at National or District level) to prepare for implementation of Free Education policy*
5. Output 5 - Impact of annual learning assessment maximised – *Milestone: Preliminary findings of SGLA2 validated with the Ministry and development partners.*

3.2 Key Activities for next quarter

The full approved programme implementation workplan for the period 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

Q06 Activities	Aug	Sep	Oct
Commence implementation with inception activities	x	x	x

Output 2: Improving learning conditions in secondary schools

Q06 Activities	Aug	Sep	Oct
Conduct cluster/school based training for SSS teachers in use of Lesson Plan Manuals and student handbooks (when those arrive).		X	X
Conduct cluster/school based training for JSS teachers (include use of student handbooks when those arrive)		X	X
Conduct facilitator training in use of SSS lesson plans for SSOs, DSOs and Supervisors/Inspectors		X	
Conduct school leadership engagement with non-private school principals and assistant principals/heads of department – SSS.		X	X
Roll out tablet-based reporting system to all SSOs and supervisors (SIS phase 2).		X	X
Support MBSSE monitoring of programmes (HQ and districts)	X	X	X
Integrate teacher remediation support into SSO coaching visits (including facilitation of peer support amongst teachers)	X	X	X
Share sample sets of lesson plans and pupil handbooks (electronic and hard) with teacher training colleges			X
Print SSS lesson plans and student handbooks, and JSS student handbooks	X	X	X
Distribute SSS lesson plans and student handbooks, and JSS student handbooks		X	X

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

Q06 Activities	Aug	Sep	Oct
Revisit strategy for capacity building for MBSSE officials with MBSSE management	X	X	X
Support incoming administration on new priorities for education providing technical advice as requested (social mobilisation, Technical Committee on FQSE, FQSE secretariat, data management, Ward Education Committees, etc.)	X	X	
Support dissemination of updated ESP and IP – including alignment with new government priorities	X	X	
Disseminate district analyses of performance in public exams to DEOs with recommendations on actions to be taken			

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

Q06 Activities	Aug	Sep	Oct
Continue coordination with Deputy Directors of Education	X	X	X
Follow up on and implement support package to DEOs	X	X	X
Continue ongoing management of DSO deliverables	X	X	X
Support district level planning and district level performance management routines and report on progress	X	X	X

Q06 Activities	Aug	Sep	Oct
National roll out of tablet-based reporting to include all SSOs and supervisors		x	x

Output 5: Improving capacity for monitoring, research and learning

Q06 Activities	Aug	Sep	Oct
SGLA benchmarking/curriculum alignment workshop to analyse data and inform SGLA2 report writing	x		
Publish SGLA2 results and ensure district level data is available		x	x
Agree mechanism and process for feeding survey results into performance management systems at national and district levels	x	x	x
Work with MBSSE and stakeholders to incorporate survey results into policies, strategic plans and implementation workplans		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
FQSE	Free Quality Secondary Education
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”
LPMs	Lesson Plan Manuals
MOBSSE	Ministry of Basic and Senior Secondary Education
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
PH	Pupil Handbook
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