



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

# 6TH QUARTERLY REPORT

Leh Wi Lan: Improving secondary education  
August - October 2018

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# 1 Summary of overall progress

The current quarterly report covers the period from August to October 2018, an important and busy period which saw the launch of Free Quality School Education (FQSE) by His Excellency, President Maada Bio and under the direction of the Honourable Minister for Education, Alpha Timbo. Leh Wi Lan provided support to FQSE definition and strategic planning as well as rapid on-ground support to the Minister to support the FQSE launch and early implementation. This included developing a costed FQSE start-up plan, supporting a national school census and validation by the Teachers' Union, social mobilisation of traditional leaders and local communities in support of FQSE, production and distribution of SSS teacher lesson plans to honour government's commitment to teachers, and distribution of FQSE promotional materials to district offices and government and government-assisted schools.

This quarter also marks the expansion of Leh Wi Lan to include Output 1 and increased focus on girls and children with disabilities; ensuring they are both safe and learning in school. Output 1 inception has begun and the programme has been named 'Girls Learning and Disability Inclusion' (GLADI).

The start of a new academic year brought about a high level of activity in Leh Wi Lan across all outputs. Several new initiatives launched in schools: pupil remediation pilot, scale up of tablet-based reporting by SSOs, recruitment of new SSOs to accommodate expansion to SSS, SSS teacher professional development, SSO visits to senior secondary schools, lesson plan distribution in senior secondary schools.

The District Education Offices received their first package of items to support more effective functioning of their office and an integrated approach to support more effective functioning of supervisors was developed and will be implemented from next quarter subject to agreement from MBSSE.

SGLA results were shared with key stakeholders including teachers, WAEC, MBSSE, DFID and Leh Wi Lan for validation. This begins the process of stakeholders understanding and internalising the current learning situation in secondary schools in Sierra Leone and planning how this evidence can be used at different levels to generate improvements in learning.

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		
<b>KPI milestone for this quarter (06)</b> <i>SSS Lesson Plans printed and distributed to SSS English &amp; Maths teachers and training conducted</i>			<b>KPI milestones for next quarter (07)</b> <i>JSS and SSS Pupil Handbooks printed, delivered and distributed to schools</i>	
Planned activities for this quarter (06)	Activity delivered this quarter (06)		Highlights/challenges	Activities for next quarter (07) (Nov – Jan)
Conduct cluster-based training for Supervisors, Inspectors, SSOs, DSOs, SSS teachers in use of lesson plans	TPD training was delivered to English and maths SSS teachers on use of lesson plans with DSOs, SSOs, Supervisors and Inspectors.		1975 SSS teachers trained in use of lesson plans with follow up training planned for December 2018/January 2019.	<ul style="list-style-type: none"> <li>Launch and distribute JSS &amp; SSS pupil handbooks to government and government-assisted schools</li> <li>Conduct cluster/school-based training for SSS teachers in use of lesson plans and pupil handbooks</li> <li>Conduct cluster/school-based training for JSS teachers in use of pupil handbooks</li> <li>Use the evidence available—SGLA data and SSO Lesson Observation Feedback, to monitor what is working well and where the gaps are. Use to tweak and inform other activities.</li> <li>Conduct school leadership engagement with non-private school principals and</li> </ul>
Conduct school leadership engagement with non-private school principals and assistant principals / heads of department – SSS.	A meeting was held for SSS Principals introducing them to lesson plans, SSOs that will be working in their schools and the overall LWL approach. As part of TPD, Heads of Department had their own day focused on leadership and Lesson Plans.		Lesson Plans and SSO support model were well received by SSS Principals who are supporting their use in schools.	
Roll out tablet-based reporting system to all SSOs and Supervisors	175 SSOs now using Tangerine to report data from all JSS and SSS schools.  Supervisor rollout delayed to integrate better with full supervisor package – notably mobilisation to enable them to visit schools and use the reporting system.		<p>Success of pilot led to earlier than planned upgrade to V.3 of Tangerine bringing new features in earlier than forecast.</p> <p>Hugely positive start, with over 4,500 lesson observation reports submitted in October alone.</p> <p>Support to supervisors in the next quarter has to be carefully aligned with MBSSE plans to recruit and</p>	

		develop 160 new supervisors / inspectors.	<p>assistant principals/heads of department</p> <ul style="list-style-type: none"> <li>• Implement student remediation pilot in JSS1 and JSS3</li> <li>• Distribute JSS and SSS Pupil Handbooks</li> </ul>
Implement student remediation pilot in JSS	Student Remediation Pilot implemented in three districts with pupils receiving remediation lessons in English and maths.	Teachers are appreciating pupil assessment outside of formal exams and tests and the need to meet pupils where they are in terms of learning.	
Recruit 50 additional SSOs for rollout of support to SSS teachers	Recruitment process was extended to this quarter. 60 new SSOs recruited with 10 being replacements and 50 new SSOs. All SSOs received two-week induction training prior to expansion into SSS.	Recruitment faced delays due to additional review and verification of candidates with MBSSE. 175 SSOs now mobilised and observing lessons across JSS and SSS schools.	
Share sample sets of SSS lesson plans (electronic and hard) with teacher training colleges	SSS Lesson Plans have not yet been shared with teacher training colleges.	Lesson Plans will be shared together with the Pupil Handbooks next quarter.	
Put lesson plans and other relevant teacher support material on MBSSE website	All JSS and SSS Lesson Plans have now been uploaded, along with other programme resources, and are available online at <a href="http://education.gov.sl/LeWeLearn_Page/LeWeLearn_LessonPlan.aspx">http://education.gov.sl/LeWeLearn_Page/LeWeLearn_LessonPlan.aspx</a>	Further materials, e.g. future quarterly reports and pupil handbooks will be uploaded as they become available.	
Print SSS lesson plans and student handbooks, and JSS student handbooks	<p>SSS Lesson Plans have been printed and distributed to schools.</p> <p>Pupil Handbooks for Term 1 and Term 2 have been printed for distribution next quarter.</p>	Printing of Pupil Handbooks faced delay in the pre-press stage due to requested paper type being unavailable in the quantity needed. Research and review was undertaken to make informed decisions with MBSSE and DFID on alternative paper types.	

	Pupil Handbooks for Term 3 are currently being printed due for completion next quarter.		
Distribute SSS lesson plans and student handbooks, and JSS student handbooks	<p>16,000 SSS Lesson Plans have been distributed to schools</p> <p>Distribution plan created with MBSSE for safe storage and delivery of Pupil Handbooks. 2,711,578 Pupil Handbooks will be distributed to schools next quarter. They will be in school in time for pupils to use Term 2 books..</p>	Lesson Plans have been well received in Senior Secondary Schools with MBSSE representatives completing an official handover of books in some schools.	

Programme Output 3		Strengthening MBSSE planning & monitoring capacity	
<b>Quarter 06 KPI milestone</b> <i>Monthly national data dashboard progress reports produced by second week of the month for preceding month</i>			<b>KPI milestones for next quarter (07)</b> <i>Monthly national data dashboard progress reports produced by second week of the month for preceding month</i>
<b>Planned activities for this quarter (06)</b>	<b>Activity delivered this quarter (06)</b>		<b>Highlights/challenges</b>  <b>Activities for next quarter (07) (Nov-Jan)</b>
Support early FQSE implementation efforts, including social mobilisation, planning to mobilise Ward Education Committees, and establishment of a functioning FQSE secretariat	<p>FQSE successfully launched and being implemented with LWL support.</p> <p>FQSE Coordinator appointed and working. Office space provided and supporting staff identified. Secretariat operational. Arrangements for establishment of Ward Education Committees far advanced.</p>		<p>Valued support being provided leading to more requests from Minister to ensure success of FQSE implementation.</p> <ul style="list-style-type: none"> <li>• Get Ward Education Committees functional and get monthly bulletin and dashboard for FQSE up and running</li> <li>• Provide support to complete education input to the national development plan / PRSP IV</li> </ul>

Agree with MBSSE headline ESP targets linked to new national priorities to inform sector performance monitoring framework	ESP targets and activities linked to new national priorities as per the New Direction and national development plan / PRSP IV	LWL TA supporting development of the new FQSE national development plan / PRSP IV (e.g. shaping the contents for Cluster 1.1). Full time adviser now engaged by DFID to develop costed 5-year plan, including mapping of sector priorities.	<ul style="list-style-type: none"> <li>• Commence rolling out of performance management routines following district level workshops</li> <li>• Produce and disseminate ESP communication brief linked to New Direction + PSP IV priorities</li> </ul>
Develop performance management routines based on national priorities and targets, including quarterly stocktake with DEOs.	Preparatory work done. Rolling out in next quarter with district engagement on learning assessment and public exams performance results.	MBSSE has shown an eagerness for what is being proposed especially from the staff capacity angle	
Produce and disseminate ESP communication brief linked to New Direction priorities	ESP linked with New Direction in Cluster 1 of PRSP IV. A communication brief to be produced with support from senior adviser to the Minister.	Progress on this has been slow as it has not been a priority of the Minister. It should pick up with the mobilisation of the Ministerial adviser.	

Programme Output 4		Strengthening district capacity to hold schools/teachers to account	
<b>Quarter 06 KPI milestone</b> <i>Three initiatives agreed with DFID and supported to help MBSSE (at National or District level) to prepare for implementation of Free Education policy</i>		<b>KPI milestones for next quarter (07)</b> <i>At least 80% of SSOs using tablet-based reporting for their observations each month and a Supervisor tool for Tangerine developed and agreed with MBSSE.</i>	
<b>Planned activities for this quarter (06)</b>	<b>Activity delivered this quarter (06)</b>	<b>Highlights/challenges</b>	<b>Activities for next quarter (06) (Nov-Jan)</b>
Ongoing management of DSO deliverables	DSO coordination meeting to review and improve existing approaches and introduce some new elements.  Support for DSOs to induct and manage new and expanded cadre of SSOs.	DSO coordination meeting with feedback on initial DEO monthly meeting and agreements of how to make these more effective and action-oriented.	<ul style="list-style-type: none"> <li>• Monthly DEO meetings in all districts with reports from joint monitoring</li> <li>• Ongoing use of Tangerine system by all SSOs</li> </ul>

Continue coordination with Deputy Directors of Education; arrange a joint meeting of DDEs and DSOs with the Honourable Minister.	<p>Significant coordination with DDEs due to the assistance with the launch of Free Quality Education.</p> <p>Minister held briefing with DDEs and DSOs during a QA event in Freetown to spell out his expectations of staff in district offices.</p>	<p>DDEs have worked closely with DSOs in organising FQSE related activities in districts such as social mobilisation events and distribution of materials.</p> <p>1.</p>	<ul style="list-style-type: none"> <li>• Development of real-time online data dashboard(s) connected to Tangerine – in collaboration with MBSSE</li> <li>• Clarify MBSSE position on supervisors and agree supervisor package of support with a view to beginning procurement / implementation</li> <li>• Commence development of district planning support process – aligned to national priorities and outcomes of annual review</li> <li>• Coordinate with MBSSE on the Minister's plan to establish Ward Education Committees.</li> </ul>
Follow up on and implement support package to DEOs.	Phase 1 of DEO package delivered to DEOs as planned. Phase 2 (motorbikes to be delivered next calendar year as part of supervisors package)	DDEs have received items to support more effective functioning of their office.	
Continue to produce and disseminate Monthly School Monitoring Report	Disseminated within two weeks of month-end for each month. Limited insight during the first two months this quarter due to school exams and holiday period limiting observations.	<p>Addition of DEO Monthly Meetings data into the Monthly School Monitoring Report.</p> <p>October report now based on automated data from Tangerine not manual SSO reports via DSO.</p>	
Coordinate with MBSSE on the Minister's plan to establish Ward Education Committees.	Assistance given to drafting of Terms of Reference and tentative integration of Ward Education Committees in Output 4 plans – proposed education delivery structure at local levels.	Approach and mandate not yet finalised and publicly announced. Conversations with MBSSE on where LWL can support, within reason, ongoing.	
Continued support and improvement of DEO Monthly Meetings	Lessons learnt from initial month of meetings leading to a revised meeting structure and reporting template to ensure a focus on issues within district control and linked more to school and pupil performance (and safety)	Revised approach to DEO monthly meeting approach and report template successfully focused meetings onto issues and actions more within their control than those raised in the initial meetings.	



		August and September saw a few districts not hosting DEO meetings due to FQSE implementation demands. Improved again in October.	
Further clarify output 4 strategic plans, notably support to supervisors	Plans developed and agreed with DFID. Support to supervisors 2-pager subsequently developed and shared with MBSSE for agreement.	Joined up approach to supervisors now developed and will be implemented from next quarter subject to agreement from MBSSE.	

Programme Output 5		Monitoring, research and learning	
<b>Quarter 06 KPI milestone</b> <i>Preliminary findings of SGLA2 presented and validated with the Ministry and partners</i>		<b>KPI milestones for next quarter (07)</b> <i>Full SGLA2 report disseminated and actions to be delivered agreed at HQ and districts</i>	
Planned activities for this quarter (06)	Activity delivered this quarter (06)	Highlights/challenges	Activities for next quarter (07) (Nov– Jan)
SGLA benchmarking / curriculum alignment workshop to analyse data and inform SGLA II report writing	Benchmarking / curriculum alignment workshop held with teachers, MBSSE, WAEC.		<ul style="list-style-type: none"> <li>• Data capacity building workshop at national level MBSSE and evidence-based decision making workshops at district level MBSSE</li> <li>• Completion of full draft of SGLA II report</li> <li>• Recommendations workshop with MBSSE and stakeholders to incorporate survey results into policies,</li> </ul>
Publish SGLA II results and ensure district level data is available	SGLA II dataset has been handed over to MBSSE and ready for upload onto MBSSE website.		
Work with MBSSE and stakeholders to incorporate survey results into policies, strategic plans and implementation workplans	Validation workshop held to internalise what the SGLA results mean for teaching and learning and how they impact upon	Recommendations workshop with MBSSE next quarter will build on this.	

	different stakeholders including Leh Wi Lan team, teachers, WAEC, MBSSE, DFID.		strategic plans and implementation workplans • Summary of key findings from SGLA and implications for SSO and supervisor work produced and disseminated
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## 2 Programme progress by Output

### 2.1 Programme Output 1 – Girls learning and disability inclusion

In October the contract was signed for Output 1 to move into the broader framework of LWL, delivered by Mott MacDonald. An implementation plan was developed defining an inception phase from October until December 2018 and implementation from January 2019 until the end of LWL programme.

#### 2.1.1 Inception

Key deliverable this quarter is development of an implementation plan that was agreed with DFID and shared with MBSSE. Recruitment is underway to appoint a national Output Lead and international Gender and Disability Inclusion Adviser. Both will be positioned full time in Freetown and are expected to take up post next quarter.

Key inception activities have begun to inform the workplan and approach. This includes a disability scoping study, mapping government assisted special schools in Sierra Leone, liaising with partners including UNICEF, Plan, Handicap International, Sight Savers, Street Child to map programme synergies, focus groups in six schools with School Safety Committees and Girls and Boys Club members, developing 'pedagogy tip sheets' for teachers and SSOs on gender and disability inclusion, and developing a comprehensive procurement plan aligned to the workplan.

A GATE-GEC and GATE Steering Committee co-chaired by DFID and MBSSE and including a cross-section of stakeholders with representatives from both programmes was held. . This marked the first meeting since GATE became streamlined under the broader Leh Wi Lan programme with Mott MacDonald. During the meeting a new name was coined for the continuation of GATE under LWL Output 1, namely Girls Learning and Disability Inclusion (GLADI). A collaborative approach to improve learning for girls and children with disabilities was discussed with MBSSE and momentum was built for increased support to children with disabilities.

### 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)



**PHOTO 1 RECEIPT AND SIGNING OF SSS LESSON PLAN MANUALS**

**2.2.1 SSS Lesson Plans printed and distributed**  
Following handover of books from IRC, copy editing, cover design, pre-press work and MBSSE approval and sign off was completed on 22 SSS Lesson Plan books. 16,000 books were printed in Sierra Leone and distributed to all government and government-assisted (GGA) schools. Distribution took place in two stages, firstly delivering the LPMs to the District Education Offices for storage and secondly, distributing the LPMs to schools by the School Support Officers. Books were delivered directly to SS school principals who signed an LPM Transfer Form for receipt of a full set of SSS1, 2, 3, and Revision books for English and maths. The distribution process was monitored by QA teams

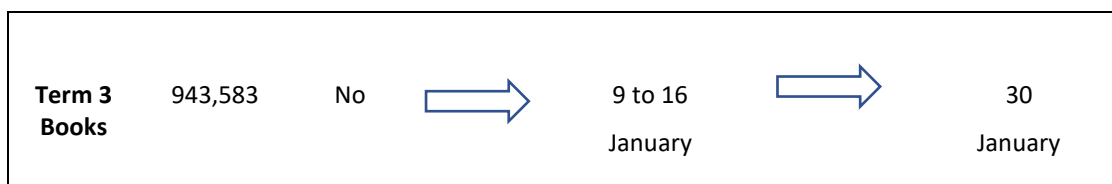
composed of LWL and MBSSE staff, including the National FQSE Coordinator and his staff. Media coverage was also supported and the distribution as well as interviews with school heads, teachers and pupils were aired on AYV. SSOs reported that the books are well received by the teachers and are now being used to deliver lessons.

#### 2.2.2 JSS and SSS Pupil Handbooks printed for distribution in December

Following handover of books from IRC, copy editing, cover design, pre-press work and MBSSE approval and sign off was completed on 18 JSS Pupil Handbooks and 22 SSS Pupil Handbooks. Printing of Pupil Handbooks for term 1 and term 2 has been completed and shipment of those books from Egypt to Sierra Leone is in progress. A distribution plan has been created in collaboration with MBBSE. From Freetown, books will be delivered to 14 regional storage facilities. These have now been secured, contracted and are fit for purpose in terms of capacity, security and accessibility. From these regional storage facilities books will be dispatched to schools. This will be managed by teams of DSOs and SSOs with ministerial support. The delivery will be completed in termly instalments, with term 1 delivery of books into schools completed by January. Term 2 books will be held in in district storage facilities over the Christmas break and distributed to schools in January in time for the start of term 2. Term 3 books arrive in country early January and will be distributed to schools immediately. Pupils will receive the books and be able to learn with them from late January. SSS teachers will be trained in December and January and JSS teachers in Feb in use of Pupil Handbooks so the benefits of use by pupils and learning are further enhanced.

**TABLE 1 DISTRIBUTION PLAN FOR PUPIL HANDBOOKS**

	Quantity	Printed		In district stores		In schools by
<b>Term 1 Books</b>	919,561	Yes	➡	2 to 7 December	➡	14 December
<b>Term 2 Books</b>	848,434	Yes	➡	9 to 15 December	➡	11 January



### 2.2.3 Training in use of SSS lesson plans for SSOs, DSOs and Supervisors/Inspectors conducted

To support the introduction of the SSS Lesson Plans, training and briefings were provided to key stakeholders. English and maths facilitators received training from Leh Wi Lan in use of Lesson Plans. Facilitators were English and maths specialists from universities, teacher training colleges, ex-Principals, independent consultants, as well as strong SSOs. These facilitators cascaded the training to teachers (more detail below in 2.2.5). This provides a strong cadre of education specialists in Sierra Leone with understanding of SSS Lesson Plans and the value they can add to learning. In addition to facilitator training, DSOs, Principals, DDs, Supervisors and Inspectors received briefing on SSS Lesson Plans through Principals Meeting (more detail below in 2.2.6) and TPD (more detail below in 2.2.5).

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

### 2.2.4 School Support Officer cadre expanded

Recruitment continued from last quarter and was completed with 60 new SSOs appointed. 10 SSOs were replacements and 50 were new SSOs needed to expand the cadre to cover SSS. SSOs received a two-week induction programme in September. The programme covered key areas of the SSO role including motorbike training, safeguarding, ethics, lesson observations, using lesson plans, working with DEO, learning circles. Both old and new SSOs worked together during the induction to introduce new SSOs to the role and to practice activities related to their roles and problem solve on common issues. Emphasis was put on Senior Secondary and gender and inclusion aspects as these are new areas of the SSO role in this academic year. SSOs developed skills and knowledge as well as building relationships nationally and regionally across the SSO cadre.

The induction programme was observed by the Minister and senior officials of MBSSE. Some SSOs requested that social insurance payment (NASSIT) should be included in their monthly remuneration in spite of being engaged on fixed term sub-consultancy contracts. The management of Mott MacDonald is reviewing the issue in consultation with NASSIT.

### 2.2.5 Training in use of Lesson Plans for SSS Teachers provided

1975 senior secondary maths and English teachers attended the Teacher Professional Development programme (TPD) for 2 Days prior to schools opening. This was the first time SS teachers have been brought together in cluster training through Leh Wi Lan and marked the start of the TPD programme. The two-day training aimed to support teachers to use the lesson plans effectively prior to the LPMs being distributed into schools.

Training took place in clusters across Sierra Leone. This model allowed all maths and English teachers from the same schools and schools in the surrounding areas to work together strengthening the sense

of teamwork and reducing isolation. Clusters aimed to build teams of people who can work together to interpret the training in relation to their own context and community and to implement the training together back in their schools.

Training content was designed to familiarise teachers with lesson plans and how to use them in school. The training also brought in content remediation and opportunities for teachers to work with their peers sharing successes, reflecting on challenges and discussing possible solutions to those challenges. The sessions allowed teachers to practice what they have learnt in a safe environment in pairs and small groups. This also modelled good teaching practice that teachers are encouraged to use in their own classrooms.

The 2-day course was followed by a third day for Heads of Departments (HoDs). This day provided small groups of HoDs the opportunity to receive training on academic leadership. The focus of this term's TPD was on supporting their teachers to use the Lesson Plans.

SSOs attended the TPD as participants as a way of inducting them to senior secondary teaching and learning practices. SSOs built familiarity with SSS curriculum and Lesson Plans as well as enabling them to start working with the teachers and understand their needs. A key role of the SSOs is to help teachers take what they have learned in the training and implement it back in school.

Inspectors and Supervisors attended the training as a part of the Quality Assurance Team. The Quality Assurance (QA) Team consisted of at least three people in every district - District Support Officer; Central Team Member; Member of District Education Office (Supervisor, Inspector or District Director). The QA Team are responsible for monitoring the training and making sure it is delivered to a high standard. This involved documenting lessons learned to feed into the next training.

Follow up training will be held in December 2018 and January 2019 where teachers will have the opportunity to deepen their knowledge and skills with the LPM and any teachers who were unable to attend the first training will be inducted on LPM use.

#### 2.2.6 School leadership engagement with non-private school principals and heads of department achieved

This quarter saw the introduction of many Leh Wi Lan supported initiatives to Senior Secondary Schools. This included SSO visits to SSS English and maths teachers, Lesson Plans for all SSS classes, teacher professional development training for SSS English and maths teachers. To ensure effective implementation, a meeting was held with Principals and DDs to provide overview of these approaches. The Principals engaged positively with the new initiatives. Many of them had been engaged with SSOs and Lesson Plans at JSS or had observed them in JSS and saw value in this work at SSS level.

#### Objective 3: Proactive remediation and support for students

##### 2.2.7 Pupil Remediation Pilot implemented in three districts

Pupil Remediation Pilot began this quarter in 30 Junior Secondary Schools across three districts: Kailahun, Port Loko and Kenema. Teachers carried out JSS1 pupil assessments in English and maths. The results of the assessments indicated if children were performing at the curriculum level for JSS 1 or if they were below level and in need of remediation support. Teachers used the assessment results

to allocate students to streams/classes based on ability. Students identified as needing remediation were grouped and taught with adapted lesson plans aligned to the JSS 1 curriculum but with additional focus on building foundational skills. Assessment and grouping has taken place in most pilot schools and lessons using the adapted lesson plans are underway. Iterative evaluation is ongoing through SSO school visits. Through Output 5 a study will use existing data (individual assessment items from SGLA and primary data) to help identify in more detail which competencies JSS1 pupils at the lower end struggle with and which foundational skills should be targeted in the Pupil Remediation.

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

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

Objective 1: Capacity development support to MBSSE

### 2.3.1 Global Partnership on Education funding application completed

Sierra Leone has been awarded GPE grant of \$17.3 million. Support was given during this period to finalise and agree on indicators for the variable part of the grant. Structures are now being put in place and arrangements finalised for implementation to commence.

### 2.3.2 Technical and operational support to MBSSE provided to support FQSE planning

This quarter has seen a continuation of a large amount of technical assistance to the new administration given the energy and demands emanating from FQSE. Lehi Wi Lan has continued contributing strategically to the practical direction of the policy – notably helping encourage the administration to move towards a sustainable costed FQSE start-up implementation approach that is realistic given the time, internally generated financial and other resources available. Additionally, support has been provided with work on the new national development plan. The following list outlines some of the key strategic inputs provided during this period.

- Production of a costed FQSE start-up plan showing numbers of children to be covered by school level, schools to benefit, teachers to go on payroll, items to be procured and quantities, cost per intervention/item/activity, financing gap, etc.
- Support to MBSSE on policy statements and arrangements for launching of FQSE.
- Support to MBSSE in monitoring of first day of FQSE.
- Support to MBSSE in putting together TORs for District and Ward Education Committees
- Support to MBSSE in its inputs to the national development plan / PRSP IV which is focused on Education for Development
- Commencement of support in preparation for the 2018 Annual Celebration of Education (ACE) formerly referred to as the Week of Education (WE)

## 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 Coordination continued

A DSO coordination meeting was held during the period schools were closed to review DSO performance and the implementation of district-level interventions. This led to revisions in the format and focus of DEO monthly meetings to make them more focused on locally-driven actions. It also agreed the process by which Tangerine would provide lesson observation data and therefore free up DSO from monitoring paperwork. This approach will be reviewed after it starts to be implemented.

DSOs were also brought together regularly over the course of the quarter around a range of activities, e.g. SSO induction, SSS teacher CPD, and support to the national school census.

### 2.4.2 Support to FQSE implementation provided

As well as the support to FQSE definition and strategic planning at the central level, LWL has supported the preparations and implementation of FQSE during this quarter in several ways. LWL provided support to both the data gathering exercise and the social mobilisation activities during this period. Furthermore, it assisted with the distribution of FQSE materials in advance of the new school year and is contributing to discussions and planning around introduction of Ward Education Committees. LWL is funding three key personnel directly supporting the office of the Minister.

### 2.4.3 National Rollout of Tangerine commenced

The pilot was concluded in July and evaluated very positively (see attached pilot evaluation report). On this basis the decision was made to fast-track the development of the version 3 tool and use this for the national rollout to SSOs. This demanding exercise was completed in time and now means SSOs have lesson plans integrated into their observation tool and remote updates are now possible. Additional questions related to pupil handbooks and FQSE materials were added into the observation tool and automated feedback was improved. The tablet-reporting approach was rolled out to all SSOs in September and in October over 4,500 lesson observations were submitted. Rollout to supervisors was delayed firstly to focus on the development of the V3 tool and secondly to ensure the rollout was integrated as part of a whole package to supervisors.

### 2.4.4 Monthly Monitoring Dashboard continued

The first two months of this quarter saw quiet reports due to the lack of school visits as schools were closed. The holding of DEO Monthly meetings was added to the report though. As was an agreement with DSOs to ensure that not only was the report shared with DDEs and DEO staff but that key pages were printed and displayed. The October dashboard is the first to be produced solely through data submitted by SSOs digitally and analysed directly.



#### 2.4.4. DEO Monthly Meetings conducted

DEO Monthly Meetings have continued to be held. In some districts they did not happen in August and September due to a focus on FQSE implementation, but they still did in the majority of districts. A review of the initial set of meetings led to a change in the explicit focus of meetings and the reporting template to move discussions away from issues that require central decision-making and more towards issues that can be impacted by decisions at the district level. This has seen a positive change with districts identifying both district wide issues and school-specific issues and agreeing actions on both.

#### 2.4.5 Support package to DEOs commenced

As previously agreed the phase one package was procured and delivered in this quarterly enabling DEOs to operate more efficiently. Phase two (motorbikes for supervisors) is now linked to the integrated package of support for supervisors. This integrated package has now been developed after consultation with supervisors and MBSSE, agreed with DFID and is now awaiting final approval from MBSSE to proceed.

### 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 SGLA II benchmarked and aligned against the curriculum

A curriculum benchmarking workshop was held on 31<sup>st</sup> July and 1<sup>st</sup> August 2018. It brought together curriculum experts, teachers of mathematics and English, WAEC examiners and MBSSE officials to discuss pupils' scores from the learning assessment. The workshop was led by national experts who know the curriculum and the reality of secondary grade classrooms better than anyone else. Lehi Wi Lan's role was to facilitate the workshop. The aim was to develop a shared understanding of the SGLA test questions and how they relate to the JSS and SSS curriculum. The workshop also sought to understand the implications and relationship between the expectations of the curriculum and what students are actually learning. To achieve this, participants were required to:

- Identify examples of English and mathematics skills being tested in the SGLA II assessments
- Identify where these skills are located in the curriculum and the relative importance put upon them
- Discuss ways in which the results of SGLA tests can inform understanding of teacher practices and student learning.

The discussions and findings in this workshop will be used to assist the SGLA II report writers to make meaningful interpretations of the test scores in relation to improving learning in JSS and SSS in Sierra Leone. The final SGLA II report will be written to help stakeholders in education understand and use the findings it to improve teaching and learning.

### 2.5.1 SGLA II findings validated with teachers, curriculum experts, WAEC examiners, MBSSE, Leh Wi Lan and DFID

Preliminary findings of SGLA II were presented to various key stakeholders in the first week of October to find out if they make technical, political and institutional sense and whether they can be used to improve teaching and learning. The first presentation was done in a technical validation with a team of teachers, curriculum experts, principals and WAEC examiners. The aim was to give them the chance to validate the results from a technical perspective. The second presentation was to DFID with the aim of getting reflections on the findings and to seek advice on how to engage with government officials and MBSSE stakeholders in subsequent presentation of the results. The presentation to MBSSE brought to the fore the reality of learning in secondary schools. There was consensus that results are poor and everyone in the system has a role to play in improving learning – MBSSE, schools, teachers training colleges. Attention was given to the need to find home-grown solutions to improve learning.

The Leh Wi Lan programme meeting reflected on the SGLA II results in terms of what they mean for the programme and how output 5 team could help shape evidence-based planning across the different outputs. Action points from the various meetings have been outlined with timelines for completion.

### 2.5.3 Full SGLA II data set handed over to MBSSE

The full SGLA II dataset with meta-data have been handed over to MBSSE. To allow for data integration, the data set has been given to the Director for Policy and Planning, who is in charge of all educational data at the MBSSE. As was done last year, the data set will also be handed over to the managers of the MBSSE website to give access to the wider public who may be interested in working with educational data. The data set includes:

- Anonymised datasets: Principal interview data, teacher interview data, pupil background and assessment data. These are available in both Excel and STATA formats.
- Survey instruments: all instruments except the pupil assessment forms. Leh wi Lan intends to use the same test items in subsequent rounds of the SGLA and therefore would like to withhold publication of the assessments.
- Data guide: this PDF document gives a detailed description of all datasets, variables therein, sampling strategy, contact details in case data users have any questions, and anything else a data user (whether a policymaker at MBSSE or an academic researcher) may require.

### 2.5.4 Complementary analysis planned to inform JSS1 remediation pilot using SGLA, primary grade and other learning assessment data

Data from SGLA I and II indicate that many students in JSS2 (and SS2) are not able to demonstrate competencies in English and mathematics. These include competencies that are expected, according to official lesson plans and curriculum documents, to have been learned in earlier grades. An assessment of the SGLA data is ongoing to better understand the gaps in foundational primary level English and maths skills to inform the Leh Wi Lan remediation programme in 2019.

## 2.6 Management and Admin

As described in the section above, substantial activity took place across the programme in support of FQSE and to extend many of the proven approaches from JSS (SSO conducting coaching visits, lesson plans for all English and maths teachers, teacher professional development) to SSS, whilst maintaining effective engagement at JSS. All these activities require timely and effective finance and operations planning and management.

Below are the key support functions that were conducted to support the activities mentioned above:

1. LWL printed 16,000 copies of lesson plans, trained teachers on how to use these lesson plans, and distributed them to all schools in the country;
2. Continued working with AECOM to complete the printing of the pupil handbooks and preparing for the distribution of these books to the schools.
3. Procurement of 262 tablets to support the implementation of 'Tangerine' to support data collection by SSOs and supervisors;
4. To improve on accountability within the programme, LWL introduced the use of mobile money to make direct payments to all participants in LWL's funded events. Mobile money was used to pay all the 1,975 Maths and English teachers that were trained as part of the TPD;
5. Bought the following items to enhance the capacity of DEOs: 19 desktop computers, 9 generators, 30 internet modems, and 5 office fans.
6. Bought 100 motorcycles for SSOs – 50 motorcycles for the new SSOs and the other 50 motorcycles to replace some of the worn-out motorcycles of the existing SSOs;
7. Transaid (a UK based company) conducted training for all the SSOs and DSOs to enhance motorcycle usage and promote safety within LWL;
8. LWL just received an approval from DFID to conduct procurement and printing for Output 1 (GLADI) related inputs.

## 2.7 Key programme risks in the quarter

TABLE 1 KEY RISKS AND MANAGEMENT FOR THE AUGUST-OCTOBER 2018 QUARTER

Key Risk		Impact	Mitigation
Production and distribution of Pupil Handbooks (English & Maths) in support of Free Quality School Education; risk of: <ul style="list-style-type: none"> <li>• delivery behind schedule</li> <li>• deficiency in production quality</li> <li>• books not reaching schools, or schools not prepared to receive books, or books are received but not used</li> <li>• books are lost, damaged or sold</li> </ul>	↑	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Poor durability leading to book shortages and/or significant additional costs to replace them. Poor distribution will limit the number of children receiving books to improve learning.</li> </ul>	<ul style="list-style-type: none"> <li>• International tendering (managed by AECOM, DFID's preferred procurement supplier)</li> <li>• Competitive selection of a capable and experienced printer (Burda Education)</li> <li>• Rigorous management of procurement supplier to minimise changes to delivery schedule</li> <li>• Minimisation of last minute changes by MBSSE that directly impact on production timeline</li> <li>• Transparent communication of any</li> </ul>

			<p>changes to MBSSE to manage expectations</p> <ul style="list-style-type: none"> <li>• Joined up team approach to distribution planning to lever available knowledge, experience and resources</li> <li>• On-site inspection of production and QA facilities by MM's independent expert</li> <li>• Dissemination of a usage policy/communication to schools and parents handling and replacement of books.</li> </ul>
<p>Implementation of Free Quality School Education policy; risk of:</p> <ul style="list-style-type: none"> <li>• low implementation capacity</li> <li>• inadequate communication of FQSE package</li> <li>• Insufficient funding to deliver promised package</li> </ul>	→	<ul style="list-style-type: none"> <li>• Severe impact on the ability of government to keep its promise of free quality school education for all children</li> <li>• Time lags in implementation and elements of FQSE package not delivered on time</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive analysis, presentation and communication of FQSE package</li> <li>• National Launch of FQSE</li> <li>• Comprehensive communication plan to report progress and manage public expectation</li> <li>• Phased approach to implementation based on 5-year plan to manage affordability</li> <li>• Improvement of MBSSE operational capacity to manage implementation (FQSE secretariat)</li> </ul>
<p>Deployment of additional School Support Officers; risk of:</p> <ul style="list-style-type: none"> <li>• poor quality of school support due to inexperience</li> <li>• work overload because of expanded ToRs/schedules</li> </ul>	↑	<ul style="list-style-type: none"> <li>• Coverage of secondary schools will be inadequate and the quality of support to English and Maths teachers low</li> <li>• High turnover of SSOs could result from disengagement due to non-performance</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous monitoring of SSO performance</li> <li>• Ongoing refresher programmes</li> <li>• Validation of SSO clusters to maintain optimal ratio of SSO to schools/teachers</li> </ul>
<p>Failure to detect and deter corruption/fraud.</p>	↓	<ul style="list-style-type: none"> <li>• Culture of corruption; laxity creates opportunity and leads to temptation.</li> <li>• Misuse of UK taxpayer's money and erosion of programme funds.</li> <li>• Reputational damage (MM/DFID/MBSSE).</li> </ul>	<ul style="list-style-type: none"> <li>• Mott MacDonald's zero-tolerance pledge and policy/procedures (including whistle-blowing procedure).</li> <li>• Culture of commitment to LWL's goals and aversion to wrongdoing, championed by</li> </ul>

			<p>programme management.</p> <ul style="list-style-type: none"> <li>• Close and visible scrutiny by programme management and non-project resources (including internal and external audits).</li> <li>• Any such incident, however minor, treated as gross misconduct.</li> </ul>
Motorcycle accidents (SSOs/DSOs).	→	<ul style="list-style-type: none"> <li>• Injury or death.</li> <li>• Damage to motorcycles, leading to additional costs.</li> <li>• Loss of service to schools.</li> <li>• Reputational damage (MM/DFID/MBSSE).</li> </ul>	<ul style="list-style-type: none"> <li>• Mott MacDonald's commitment to safety as No.1 priority, championed by corporate and programme management.</li> <li>• Mandatory policies and procedures, at programme and corporate level.</li> <li>• Training and competency assessment for all riders, provided by professional external trainers.</li> <li>• Six LWL team members now trained as in-house trainers, enabling additional coaching to individuals where the need is identified.</li> <li>• Safety culture regularly and visibly discussed and reinforced at all levels.</li> <li>• Any departure from safe riding practice treated as a serious disciplinary offence.</li> </ul>

## 2.8 Key Performance Indicators for the current quarter

Five key performance indicators were specified for the reporting period, August to October 2018. The following table shows the status of completion.

TABLE 2 KEY PERFORMANCE INDICATORS – PROGRESS IN THE AUGUST - OCTOBER 2018 QUARTER

KPI	Milestone	Status
Output 1 – Improved learning and safety for girls and students with disabilities	Implementation Plan for GATE2 agreed with MBSSE	Achieved  <u>Evidence:</u> Presentation to Minister for further discussion and approval.  <u>Dissemination:</u> Discussion and submission of draft to Hon. Minister; presentation of programme to GEC-GATE Steering Committee
Output 2 - Improved learning conditions in schools – SSS and JSS teachers have and are using the resources to improve teaching	SSS Lesson Plans printed and distributed to SSS English & Maths teachers and training conducted	Achieved  <u>Evidence:</u>  1) E-copies of SSS LPs on MBSSE website at <a href="http://education.gov.sl/LeWeLearnPage/LeWeLearn_LessonPlan.aspx">http://education.gov.sl/LeWeLearnPage/LeWeLearn_LessonPlan.aspx</a>  2) Short report of SSS LP distribution  3) Samples of Transfer Forms signed by school heads to acknowledge receipt  4) Report of TPD training for SSS teachers (Sept 2018)
Output 3 - MBSSE and DEOs discuss and take decisions based on real time data to manage performance of individual schools at least monthly	Monthly School monitoring dashboard report circulated to DEOs, CEO and DFID within 2 weeks of previous month-end for 3 consecutive months	Achieved  <u>Evidence:</u> School Monitoring Reports submitted for August, September and October
Output 4 – Strengthened capacity to support schools	Three initiatives agreed with DFID and supported to help MBSSE (at National or District level) to prepare for implementation of Free Education policy	Achieved  <u>Evidence:</u> Progress note on initiatives supported
Output 5 - Impact of annual learning assessment maximised	Preliminary findings of SGLA2 validated with the Ministry and development partners	Achieved  <u>Evidence:</u> Email debrief; short progress note

## 3 Plans for next quarter, November - January 2019

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

The proposed KPIs and milestones for the next quarter (Nov 2018 – Jan 2019) are:

1. Output 1 – Improved learning and safety for girls and students with disabilities – *Milestone: Recruitment of key project staff to implement Output 1.*
2. Output 2 - Improved learning conditions in schools – *Milestone: JSS and SSS Pupils' Handbooks Terms 1-3 printed and distributed to students in government and government-assisted secondary schools.*
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: Analysis of student performance in 2018 BECE and WASSCE public exams (English and Maths) completed by district with recommendations for DEOs.*
4. Output 4 – Strengthened capacity to support schools – *Milestone: At least 80% of SSOs using tablet-based reporting for their observations each month and a Supervisor tool for Tangerine developed and agreed with MBSSE.*
5. Output 5 - Impact of annual learning assessment maximised – *Milestone: Full SGLA2 report disseminated and actions to be delivered agreed at HQ and districts.*

### 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	Nov	Dec	Jan
Commence implementation with inception activities	x	x	x

## Output 2: Improving learning conditions in secondary schools

Q06 Activities	Nov	Dec	Jan
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
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	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 and JSS student handbooks handbooks		x	x

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

Q06 Activities	Nov	Dec	Jan
Get Ward Education Committees functional and get monthly bulletin and dashboard for FQSE up and running	x	x	x
Provide support to complete education input to the national development plan / PRSP IV	x	x	
Commence rolling out of performance management routines following district level workshops	x	x	
Produce and disseminate ESP communication brief linked to New Direction + PRSP IV priorities	x	x	
Disseminate district analyses of performance in public exams to DEOs with recommendations on actions to be taken	x	x	x

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

Q06 Activities	Nov	Dec	Jan
Monthly DEO meetings in all districts with reports from joint monitoring	x	x	x
Ensure effective use of Tangerine system by all SSOs	x	x	x
Development of real-time online data dashboard(s) connected to Tangerine – in collaboration with MBSSE	x	x	



<b>Q06 Activities</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>
Agree supervisor package of support with MBSSE and begin procurement/implementation	x	x	x
Commence development of district planning support process – aligned to national priorities and outcomes of annual review			x
Coordinate with MBSSE on the Minister's plan to establish Ward Education Committees.	x	x	x

## Output 5: Improving capacity for monitoring, research and learning

<b>Q07 Activities</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>
Data capacity building workshop at national level MBSSE and evidence-based decision-making workshops at district level MBSSE	x	x	
Completion of full draft of Secondary Grade Learning Assessment (SGLA II) report		x	
Recommendations workshop with MBSSE and stakeholders to incorporate survey results into policies, strategic plans and implementation workplans			x
Summary of key findings from SGLA and implications for SSO and supervisor work produced and disseminated	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 School 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