

# Leh Wi Lan

Improving Secondary Education  
in Sierra Leone

## 7<sup>th</sup> Quarterly Report

Leh Wi Lan: Improving secondary education

November 2018 – January 2019



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# 1. Summary of overall progress

This quarterly report covers the period from November 2018 to January 2019. The reporting period was marked by the successful distribution of Terms 1 and 2 Pupil Handbooks (1.8 million copies) to government and government-assisted Junior and Senior Secondary schools nationwide. Distribution of Term 3 Handbooks is scheduled for February 2019. The Pupil Handbooks were officially launched nationally on 9th January 2019 by His Excellency, President Julius Maada Bio, supported by the Honourable Minister for Education, Alpha Timbo. District level launches were held across the country in the following week with active participation by Cabinet Ministers and other dignitaries. Provision of Pupil Handbooks forms a strategic activity within the Free Quality School Education (FQSE) programme and honours a key government commitment to teachers and pupils.

This is also the first full quarter of implementation of the Girls Learning And Disability Inclusion (GLADI) component of Leh Wi Lan. Two new staff (an international Gender & Inclusion Adviser and a national Output Lead) were recruited and inducted to lead this component of work. 14 District Inclusion Officers (DIOs) were also recruited and inducted to help implement GLADI in the districts. New activities began, including: revising the School Safety Guide, developing audio materials for Girls' and Boys' Clubs, training SSOs and DSOs on gender and disability inclusion, finalising the disability strategy and selecting suppliers for key procurement items. The team is now fully established and trained, key materials are developed and activities will begin to benefit teachers and pupils directly during the next quarter.

The start of this quarter saw major enhancements to the monthly school monitoring report due to the improved data from Tangerine. In November, design workshops were held at national and district levels with MBSSE to discuss options, needs and preferences for the real-time data dashboards. This feedback led to the design and production of two real-time data dashboards which display SSO Tangerine data. Next, these will be tested with MBSSE and integrated into existing and emerging performance monitoring approaches.

The President also launched the new phase of the Global Partnership on Education (GPE) during the quarter, with the CEO of GPE, Alice Albright, in attendance. Leh Wi Lan contributed technical assistance to the successful application process. In addition to a primary focus on early grades, this phase of the GPE will also address data management issues.

In December, the Ministry was supported to run a two-day Retreat focused on medium term planning for FQSE. Staff had the opportunity to familiarise themselves with ongoing work on a 5-year costed workplan and a results framework for FQSE. Both elements are being developed further under the guidance of a full-time technical adviser to the Minister.

Findings of the 2<sup>nd</sup> Secondary Grade Learning Assessment (SGLA 2) were shared with a range of stakeholders, including MBSSE staff, district personnel, DSOs and SSOs. The final report will be disseminated following a Recommendations workshop to take place in the next quarter.

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'.

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Table 1 Summary of progress in Quarter 7 and actions for Quarter 8

Programme Output 1		Girls Learning and Disability Inclusion (GLADI)	
<b>KPI milestone for this quarter (Nov 2018 – Jan 2019)</b> <i>Key GLADI staff recruited including: International Gender and Inclusion Lead, National Output Lead, District Inclusion Officers (14).</i>		<b>KPI milestone for next quarter (Feb 2018 – April 2019)</b> <i>School Safety Guide Printed and Delivered to all teachers. All principals trained on School Safety Guide and Teacher Learning Circles.</i>	
Planned activities for this quarter (07)	Activity delivered this quarter (07)	Highlights/challenges	Activities for next quarter (08) (Feb – April)
Develop gender & disability pedagogy checklist for SSO coaching of English/maths JSS teachers	Checklists printed/distributed and SSOs given orientation on how to provide support with these and on gender and inclusion more broadly	Disability checklist supports teachers to identify children with difficulties in class, which is a first step in collecting data on CwD and assistive device provision	<ul style="list-style-type: none"> <li>• Training all Principals, Mentors, etc. on School Safety Guide (SSG)</li> <li>• Training of DIOs to follow up on CwD identification and providing validation/referrals for assistive devices</li> <li>• Finalising Girls' and Boys' Club recordings with studio and uploading episodes onto radios</li> <li>• Training Mentors to facilitate use of radios at school level</li> <li>• Distribution of radios and commencement of Girls' and Boys' Clubs</li> <li>• Training all Mentors on use of the Hygiene Kits and distribution of kits to girls</li> </ul>
Fact finding mission to determine stakeholder engagement in and perspectives on GATE activities	Focus groups held in 6 schools focused on level of implementation, perceptions and suggestions regarding GATE activities	Findings provided a validation of the GLADI technical design and recommendations for materials revisions	
Recruitment of International Gender and Inclusion Lead	Successful recruitment of international Gender and Inclusion Adviser. Elsa van Vuuren joined the team in December 2018.		
Recruitment of National Output Lead	Successful recruitment of national Output Lead. John Magbity joined the team in January 2019.		
Recruitment of District Inclusion Officers	Successful recruitment of 14 District Inclusion Officers in January 2019.		



Revision of School Safety Guide based on inputs from school stakeholders, DIO/DSO/DDs, NGOs, DFID and MBSSE	GLADI team revised and finalised content of School Safety Guide and submitted to printers (printing subject to final clearance by MBSSE).	GLADI team received comments late in the process, causing slight but manageable delay to printing.	<ul style="list-style-type: none"> <li>• Training Mentors to facilitate school murals on messages from SSG</li> <li>• Distribution of paint and stencils for murals</li> <li>• Develop Gender and Disability Responsive Pedagogy Materials and Train Teachers</li> </ul>
Training all DIOs and DSOs on the School Safety Guide	All newly recruited District Inclusion Officers, District Support Officers (DSOs) and District Directors received training on the School Safety Guide.	DIOs will deliver orientation training at district level. DSOs have provided logistical support to DIOs in delivering this first activity but have also been limited by their commitments to pupil handbook distribution.	
Adapting the GATE Girls'/Boys' Club manual for engagement via audio sessions and recording scripts for uploading onto LifePlayer Radios	The GLADI team conducted a tendering process and contracted a studio to record all Girls' and Boys' club sessions.	Recording is on track and the product will be available in mid-March.	
Finalising the disability scoping study, mapping of special needs schools and disability strategy	The GLADI team will aim to present the disability strategy at the next GEC-GLADI Steering Committee meeting.	The Ministry requested physical rehabilitation to form part of the support to SEN schools in Kono and Kabala but this could not be honoured as outside LWL's scope. Supplies will be provided by the programme.	

Programme Output 2		Improving learning conditions in secondary schools	
KPI milestone for this quarter (07) <i>JSS and SSS Pupil Handbooks (Terms 1, 2 &amp; 3) printed, delivered and distributed to schools</i>		KPI milestone for next quarter (08) <i>90% of JSS and 80% of SSS teachers observed by SSOs using lesson plans (defined as lesson plan usage at level 2, 3 or 4)</i>	
Planned activities for this quarter (07)	Activity delivered this quarter (07)	Highlights/challenges	Activities for next quarter (08) (Feb – Apr)
Launch and distribute JSS & SSS pupil handbooks to government and government-assisted schools	National and district launches of Pupil Handbooks took place with Presidential participation. Book distribution underway.	Terms 1 and 2 books have been distributed to schools. Delays mean that Term 3 will be distributed in February.	<ul style="list-style-type: none"> <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>• Identify any remaining gaps in LPM provision and plan to print more books if necessary.</li> <li>• Conduct cluster/school-based training for JSS/SSS teachers in use of lesson plans and pupil handbooks</li> <li>• Conduct school leadership engagement with non-private school principals and assistant principals/heads of department</li> <li>• Strengthen monthly SSO Learning Circles to include focus on gender and inclusion and lesson observation</li> </ul>
Conduct cluster/school-based training for SSS teachers in use of lesson plans and pupil handbooks	TPD training took place in December and January providing training to SSS English and maths teachers, HoDs and Principals on LPMs and Pupil Handbooks	Training was well received, especially amongst HoDs who have limited leadership training.	
Conduct cluster/school-based training for JSS teachers in use of pupil handbooks	Ongoing coaching from SSOs but no training took place this quarter.	Delays due to delayed distribution of Pupil Handbooks. Training will be delivered by SSOs next quarter	
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 Tangerine form prepared.	Positive response from SSOs. Data generated on lesson observations that can inform future support for teachers.	
Conduct school leadership engagement with non-private school principals and assistant principals/heads of department	SSS Heads of Department for maths and English and Principals received one day training in monitoring and supporting use of LPMs and PH in school.	JSS Heads of Department and Principals will receive the same training next quarter.	

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. When school distribution has been completed books can be shared with teacher training colleges.	Lesson Plans will be shared together with the Pupil Handbooks next quarter.	<ul style="list-style-type: none"> <li>• Implement and evaluate student remediation pilot in JSS1</li> <li>• Develop Pupil Remediation programme for SSS</li> <li>• Share sample sets of SSS lesson plans (electronic and hard) with teacher training colleges</li> <li>• Develop teacher training videos as part of support to use LPMs and PH (new activity)</li> <li>• Hold SSO Professional Development Week (new activity)</li> <li>• Support TSC to develop CPD framework (new activity)</li> <li>• Distribute Term 3 Pupil Handbooks</li> </ul>
Put lesson plans and other relevant teacher support material on MBSSE website	All JSS and SSS Lesson Plans have now been uploaded. Pupil Handbooks have been submitted to the Ministry for uploading and will be available online at <a href="http://education.gov.sl/LeWeLearn_Page/LeWeLearn_index.aspx">http://education.gov.sl/LeWeLearn_Page/LeWeLearn_index.aspx</a>		
Implement student remediation pilot in JSS1	Pupil Remediation pilot underway in 26 schools with monitoring visits completed and extension into Term 2 planned.	Findings from the pilot indicated that scale up should begin in September and deep dives and evaluations can be conducted to better inform the scale up.	

Programme Output 3		Strengthening MBSSE planning & monitoring capacity	
<b>KPI milestone for this quarter (07)</b> <i>Analysis of student performance in 2018 BECE and WASSCE public exams (English and Maths) completed by district with recommendations for DEOs</i>		<b>KPI milestone for next quarter (08)</b> <i>Monthly School monitoring dashboard report circulated to DEOs, CEO and DFID within 2 weeks of previous month-end for 3 consecutive months</i>	
Planned activities for this quarter (07)	Activity delivered this quarter (07)	Highlights/challenges	Activities for next quarter (08) (Feb – Apr)
Get Ward Education Committees functional and get monthly bulletin and dashboard for FQSE up and running	<p>Ward Education Committee TOR, including composition, finalised and agreed. TA appointed by Minister to oversee WEC establishment.</p> <p>Staff responsible for monthly bulletin identified and working. Draft Bulletin for January prepared and being reviewed. Delay caused by work on distribution of TLMs and core textbooks.</p>	Requirement that all political parties represented in parliament nominate members to represent them in WECs proving to be a major challenge. WECs may have to start functioning without representation from all political parties.	<ul style="list-style-type: none"> <li>• Get Ward Education Committees functional</li> <li>• Get monthly bulletin and dashboard for FQSE up and running</li> <li>• Provide support to draft TOR for Standards Setting / Benchmarking Committee introduced by the Minister</li> <li>• Continue rolling out of performance management routines following district level workshops</li> </ul>
Provide support to complete education input to the national development plan / PRSP IV	<p>Narrative completed and revision of first draft produced by Ministry of Planning and Economic Development (MoPED).</p> <p>Delayed work on results framework started.</p>	<p>Compilers at MoPED omitted many of the proposed revisions to the text of the first draft and suggestions made at a review workshop resulting in shortcomings of the final draft.</p> <p>Delays in communication from the MoPED having a major impact on the quality of the final product</p>	<ul style="list-style-type: none"> <li>• Produce and disseminate MBSSE Strategic Priorities based on aligned ESP and New Direction</li> <li>• Complete social mobilisation programme in 4 remaining districts</li> </ul>

<p>Commence rolling out of performance management routines following district level workshops</p>	<p>Successful district level workshops held involving analyses and interpretation of public exams results vis-à-vis SGLA findings.</p> <p>Support in the planning and conduct of Part 1 of the Annual Education Sector Review (AESR)</p>	<p>National level workshop to be held in next quarter will provide insight on how far district and national views are aligned.</p>	<ul style="list-style-type: none"> <li>Organise coordination meeting with FQSE team to streamline district level delivery</li> </ul>
<p>Produce and disseminate ESP communication brief linked to New Direction + PSP IV priorities</p>	<p>Supported MBSSE through work with FQSE 5-Year Plan consultant to ensure basis of plan are the ESP – New Direction aligned priorities.</p> <p>Support provided to arrive at the aligned MBSSE Strategic Priorities to be presented at next briefing of the President.</p>	<p>MBSSE Strategic Priorities captured in Briefing document for the President reflective of the alignment that has taken place between the ESP and New Direction as well as current MBSSE thinking. Clearance awaited to disseminate and to show how ESP and New Direction are related.</p>	

Programme Output 4		Strengthening district capacity to hold schools/teachers to account	
<b>KPI milestone for this 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>KPI milestone for next quarter (08)</b> <i>Functioning live data dashboard, fed by school-level Tangerine data, available to MBSSE at National and District levels</i>	
Planned activities for this quarter (07)	Activity delivered this quarter (07)	Highlights/challenges	Activities for next quarter (08) (Feb – Apr)
Ongoing management of DSO deliverables	DSOs delivered on a variety of activities including: input into real-time dashboard design workshops at District level; using Tangerine data to provide oversight of SSO activity; SSO professional development; Pupil Handbook distribution.	Development of DSO-focused real-time dashboard that allows real-time monitoring of SSO activity.	<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> <li>• Ongoing production of Monthly Monitoring report. Review to ensure no duplication with real-time dashboards – focus on value-adding analysis.</li> <li>• Testing and improvement of real-time dashboards, involving MBSSE. Integration into performance monitoring approaches.</li> <li>• Seek MBSSE decision on their recruitment and support to supervisor plans – align our support to this.</li> <li>• Piloting of supervisor form on Tangerine with limited number of supervisors.</li> </ul>
Implement support package to DEOs.	Remaining phase 1 procurement deliveries made to DEOs. Phase 2 (motorbikes) still awaiting decisions from MBSSE on how many supervisors will be recruited and what will be provided to them by the Ministry.	Remaining DDEs have received items to support more effective functioning of their offices.	
Continue to produce and disseminate Monthly School Monitoring Report	Disseminated within two weeks of month-end for each month – except in January when a few days later due to delayed approval by TL who was on leave.	Enhanced Monthly School Monitoring Report due to the improved data coming from Tangerine.	
Coordinate with MBSSE on the Minister’s plan to establish Ward Education Committees.	Finalisation of the Terms of Reference, implementation plan and recruitment of two consultants to work on Ward Education Committee rollout.	Input has allowed implementation work on WECs to get underway. However, consultancy input is slow and plans are behind schedule.	
Monthly DEO meetings in all districts with	Continued meetings with most districts now holding them regularly.	10/14 and 11/14 districts hosted meetings in November and December	

reports from joint monitoring		respectively. An improvement on previous months.	<ul style="list-style-type: none"> <li>Continuation of district planning and performance management capacity building – development and piloting of problem solving, action planning and performance monitoring training.</li> <li>Support to consultant implementing plan for WECs – integration of WECs into other work where relevant.</li> <li>Collaboration in the induction of other decentralised project staff – DIOs and RPSOs.</li> </ul>
Ongoing use of Tangerine system by all SSOs	A re-install of Tangerine was completed on all SSO tablets during SSO Professional Development Week in November to immediately respond to feedback following launch in October and to add some upgrades.	Rapid deployment of upgrade and very encouraging uptake and use by SSOs. Small minority of SSOs struggling to sync data due to technological and human reasons	
Development of real-time online data dashboard(s) connected to Tangerine – in collaboration with MBSSE	Dashboard design workshops at both national level (with high level representation) and at district levels with all DDEs and DSOs. Two real-time dashboards developed:  <a href="http://reporting.lehwilan.org/MBSSE.html">http://reporting.lehwilan.org/MBSSE.html</a> <a href="http://reporting.lehwilan.org/DSO.html">http://reporting.lehwilan.org/DSO.html</a>	Development of initial version of two real-time, filterable data dashboards with school level data.	
Clarify MBSSE position and agree supervisor package of support with a view to beginning implementation.	MBSSE agreed package of support for supervisors. Now awaiting decisions from MBSSE on supervisor recruitment and what will be provided by MBSSE/LWL to ensure alignment and partnership.	Agreement from MBSSE on package. Supervisors Tangerine data collection tool has been developed.	
Commence development of district planning support process – aligned to national priorities and outcomes of annual review	Collaborated with Output 5 SGLA dissemination workshop by including National examination result district level analysis and hosting workshops with districts to use data to help identify problems and barriers to effective learning.	Highly effective collaboration between Output 4 and Output 5 getting districts engaged with learning data, identifying problems and barriers to learning.	

Programme Output 5		Monitoring, research and learning	
<b>KPI milestone for this quarter (07)</b> <i>Full SGLA 2 report disseminated and actions to be delivered agreed at HQ and districts</i>		<b>KPI milestone for next quarter (08)</b> <i>An agreed number of concrete recommendations and actions agreed with MBSSE and districts on the basis of the Learning Assessment results to be delivered by the end of the school year</i>	
Planned activities for this quarter (07)	Activity delivered this quarter (07)	Highlights/challenges	Activities for next quarter (08) (Feb-Apr)
Completion of full draft of SGLA 2 report	Full draft of SGLA 2 report submitted for comments in December 2018.	Full draft has been completed and awaiting feedback from stakeholders.	<ul style="list-style-type: none"> <li>• Conduct rescheduled Recommendations workshop</li> <li>• Commence planning for the third round of the Secondary Grade Learning Assessment (SGLA 3). Including identifying types of data, evidence and dissemination activities to serve the changing needs of MBSSE, Leh Wi Lan and DFID.</li> <li>• Support MBSSE in the set-up of a semi-autonomous assessment and research unit, which will have capacity to design and run learning assessments.</li> </ul>
Data capacity building workshop at national level MBSSE and evidence-based decision-making workshops at district level MBSSE	Data capacity building workshop held with MBSSE at national level. Evidence-based decision-making workshops held in four regional capitals for district participants.	Attendance at capacity building workshop was quite low due to multiple events at MBSSE. Subsequent trainings should be included in general Output 3 capacity building to Ministry to encourage full participation.	
Recommendations workshop with MBSSE and stakeholders to incorporate survey results into policies, strategic plans and implementation workplans	Recommendations planned for January but rescheduled to February due to busy workloads for key MBSSE officers.	Full SGLA 2 report to be finalised and disseminated only after Recommendations workshop and after Minister has signed Preface.	
Summary of key findings from SGLA and implications for SSO and supervisor work produced and disseminated	SGLA findings presented to SSOs during SSO Professional Development Week	SSOs spent half a day engaging with the findings and understanding and discussing what it means for them and their role in education.	

## 2. Programme progress by output

### 2.1 Output 1 – Girls learning and disability inclusion (GLADI)

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

#### Objective 1: Inception recruitment, planning, programme management

##### 2.1.1 Recruitment and mobilisation of an International Gender and Disability Inclusion Lead, National Output Lead and 14 District Inclusion Officers completed

Recruitment began for an international Gender and Disability Inclusion Lead to support the Technical Key Adviser who is based in Cambridge and National Output Lead who is based in Freetown. Interviews were conducted in November 2018 and Elsa van Vuuren was appointed the post. She will be based in Freetown full-time. In December 2018, interviews for the National Output Lead were conducted and John Magbity was appointed the post and joined the team in January 2019. In addition to this in January, the GLADI team recruited 14 District Inclusion Officers and appointed them to respective districts.

##### 2.1.2 Procurement for key GLADI activities finalised

Suppliers for the following items were successfully selected:

- Printing Services for the School Safety Guides
- Life-Player Radios for the Girls' and Boys' Club recordings
- Menstrual Hygiene Kits (national scale-up)
- Solar Lamps (which had an initial aim to support vulnerable girls' learning; however, we have since revised this aim and intend for the solar lamps to support the use of pupil handbooks for *any* student who may not have electricity at home for evening study - including girls, boys and CwD. A check-out system for lamp use will be piloted in selected districts).

#### Objective 2: Training all teachers on the School Safety Guide

##### 2.1.3 Revision of School Safety Guide based on inputs from a wide variety of stakeholders completed

As discussed, findings from school stakeholders were used to refine instructions and explanations within the SSG, and further inputs to the SSG were provided by DIO/DSO/DDs during DIO induction training, NGOs focusing on physical and sexual assault such as the Rainbow Initiative and DFID social development and education advisers, particularly with regard to the topic of FGM. The Deputy Minister was briefed on the SSG and the Education Minister has signed off on it; however, he has also expressed interest in providing further inputs in the coming weeks (after his travels to Dubai). We welcome the Minister's engagement and would like to accommodate his inputs; but given our aim of implementing orientation training in February, we will have to print the SSG as is and then wait for the



Minister's inputs before printing a final version that will be delivered to schools for school-based training via Teacher Learning Circles (TLCs). The time delay between orientation training and start of TLCs in schools is not ideal.

### **2.1.4 Induction and training of District Inclusion Officers (DIO) conducted**

The newly recruited DIOs received orientation and were trained on the School Safety Guide, along with the District Support Officers and District Directors from their respective districts. In February 2019, District Inclusion Officers will deliver orientation training on the School Safety Guide in their districts. This training will target Principals, Vice Principals, Mentors and the Board of Governors Chairperson from each school. Principals will be responsible for facilitating Teacher Learning Circles in their schools, reaching all teachers with the School Safety Guide material.

## **Objective 3: Expansion of Girls' and Boys' Clubs**

### **2.1.5 GATE Girls' and Boys' Club use of manual via audio sessions adapted**

A technical innovation that was proposed for GLADI was the adaptation of the UNICEF Girls' and Boys' Club manual to an audio format so that: 1) sessions could be easily played and repeated on wind-up radios so that participation in the clubs could be widened to a large number of students (instead of only 40); 2) sessions would not be reliant on school Mentors for facilitation (who were not often motivated or followed the material – these were significant findings from the research); 3) the quality of delivery of the clubs could be controlled through the guidance and QA of audio recordings; 4) the printing of dense and non-user friendly Girls' and Boys' Club manuals could be avoided. Scripts are currently being finalised and a recording company/studio has been procured through a tendering process.

## **Objective 4: Disability strategy and assistive devices**

### **2.1.6 GLADI Disability Strategy finalised**

A disability scoping study commenced in August 2018 and mapping of Special Needs Schools in the country was conducted in October. In addition to this, needs assessments were conducted at Special Needs Schools in Kono and Koinadugu; however, construction activities based on these needs assessments have been put on hold until risk levels surrounding implementation have been fully assessed. Following on from the scoping study and mapping, a disability strategy has been developed for GLADI. This strategy lays out the approach and activities that GLADI will engage in to respond to the needs of children with disabilities. A first version of the disability strategy will be presented to the GEC-GLADI Steering Committee in early February 2019.

## 2.2 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 Distribution of JSS and SSS Pupil Handbooks for Term 1 and 2 completed

LWL conducted a series of three planning days in Freetown attended by all DSOs. Contents were then cascaded to SSOs in every district. This enabled the production of detailed planning documents at the district and school cluster levels and included the management procedures around:

1. Receiving cartons in the stores efficiently and with full compliance
2. Organising the stores including stacking patterns, document keeping, security and maintaining stock control
3. Distributing to schools efficiently and with full compliance

In preparation to receive books in the districts, fourteen stores were sourced and prepared. Storekeepers, security guards and labours were recruited and vehicle rental requirements for each district established.

The first shipment of books arrived in Freetown on 13<sup>th</sup> November and from here the distribution process began, however delays mean that at the end of this quarter Term 1 and 2 books have been distributed but Term 3 have been delayed until February 2019. The table below shows the distribution process and delivery dates.

Term 1	Arrival in SL port	Customs cleared	Working days for clearance	Distribution to district stores	Distribution to schools
Shipment 1	13-Nov	30-Nov	14	4 – 14 Dec	15 Jan – now completed
Shipment 2	16-Nov		10		

Term 2	Arrival in SL port	Customs cleared	Working days for clearance	Distribution to district stores	Distribution to schools
Shipment 3	23-Nov	13-Dec	14	7 – 19 Jan	21 Jan – now completed
Shipment 4	4-Dec		8		

Term 3		Customs cleared	Working days for clearance	Distribution to district stores	Distribution to schools
Shipment 5	7-Jan	on going		4 – 14 Feb	5 Feb onwards
Shipment 6	8-Jan				
Shipment 7	10-Jan				

## **2.2.2 Training in use of Pupil Handbooks for SSOs, DSOs and Supervisors/Inspectors conducted**

To support the introduction of the Pupil Handbooks (PH), training and briefings were provided to key stakeholders. There was some misunderstanding that the PH is a textbook to be used in conjunction with the LPM. This is not the case and it was important to explain the purpose of PH as a supplementary material that aligns with the LPM but can be used for home study. Preliminary trainings provided consistent messaging for stakeholders and will ensure the teachers know how to get best use of the PHs. English and maths facilitators received training from Leh Wi Lan in use of Pupil Handbooks. The facilitators cascaded the training to senior secondary teachers, HoDs, Principals, Supervisors (more detail below in 2.2.4). DSOs and SSOs received training on Pupil Handbooks through SSO Professional Development Week (more detail below in 2.2.3). Through training SSOs understood their role in providing ongoing support to re-enforce use of Pupil Handbooks in line with Ministry policy and to support teachers to help children get best use of the books. Through SSO coaching and monitoring of use, feedback will be gathered next quarter and used to determine what is working well and areas requiring further support in relation to Pupil Handbooks.

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

### **2.2.3 Professional development training to School Support Officers to strengthen their work improving learning in districts conducted**

As LWL grows and develops, so does the role of the SSO. To ensure SSOs are equipped to meet the demands of their role there is need to provide professional development support. To compliment the monthly SSO Learning Circles, an SSO Professional Development Week was held. The week of training aimed to build upon SSO induction training and provide professional development support on key areas of the School Support Officer job. All SSOs from 14 districts came together in four regions. Sessions were facilitated by LWL central team, national and international pedagogy specialists.

Key areas of professional development covered by the training included:

1. Understanding and using SGLA findings in school
2. SSOs contributing to improving learning in the districts
3. Improving learning for girls and children with disabilities
4. Strengthening teaching and learning practices
5. Pupil Handbook distribution planning
6. Tangerine updates

The Professional Development Week provided a good two-way learning opportunity for SSOs to develop their professional skills and central LWL team to better understand issues and successes in the classrooms and districts. The breadth of issues discussed, including SGLA results, DEO-SSO responsibilities, gender, inclusion and classroom observation, strengthened the holistic approach needed to improve learning. It built SSO knowledge in each of these elements and created a better understanding of how their work contributes to learning within a bigger picture. SSOs were able to successfully identify and share solutions to challenges they meet in their roles and began to filter the larger issues that they alone can't change but should be escalated to DSOs and DEO. The training was valuable and will be repeated termly focusing on improving different aspects of the SSO role.

### **2.2.4 Training in use of Lesson Plans and Pupil Handbooks for SSS Teachers provided**

1892 senior secondary maths and English teachers and Principals attended the Teacher Professional Development programme (TPD) for 2 days during the Christmas holiday. This was the second time SS teachers have been brought together in cluster training through Leh Wi Lan and the training built upon materials delivered in September. The two-day training aimed to support teachers to use the

lesson plans effectively and introduced them to the Pupil Handbooks, prior to the PHs being distributed into schools.

Training took place in 32 clusters across 14 districts. The model allowed all maths and English teachers from schools in similar contexts to work together strengthening the sense of teamwork.

Training content was designed to provide both subject knowledge and pedagogical support on Term 2 Lesson Plans. Four key topics in English and four Key Topics in maths were delivered to participants who got the opportunity to practice delivering material from the LPM in a safe environment and reflect and problem solve on pedagogical practices. The Pupil Handbook concept was introduced and participants discussed how this can be used alongside the LPM in their teaching.

The 2-day course was followed by a third day for Principals and Heads of Departments (HoDs). This day followed on from Term 1 training and provided small groups of HoDs the opportunity to receive training on academic leadership. Feedback from Term 1 was that very few schools had HoDs and where they exist the HoD role was unclear and unsupported. This training looked at the role of HoDs in school and encouraged participants to consider how the HoD can work with the SSO to conduct observations and support professional development of teachers in between SSO visits. Focus was given to HoDs monitoring and supporting use of the LPM and Pupil Handbooks 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.

The third training in this programme will be held in April 2019 where teachers will have the opportunity to deepen their knowledge and skills with the LPM and Pupil Handbook whilst addressing key subject topics from the Term 3 curriculum.

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

### **2.2.5 Pupil Remediation Pilot implemented in three districts**

Pupil Remediation Pilot continued this quarter in 26 Junior Secondary Schools across three districts: Kailahun, Port Loko and Kambia. Monitoring visits were undertaken in 7 schools across the three districts. The monitoring exercise evidenced that pupil remediation is needed and well received by the teachers but was deemed too early to see gains in learning (some teachers were only on Lesson 9 of the LPM in November). Therefore Term 2 will continue with pupil remediation in pilot schools only and an evaluation report will be produced at the end of Term 2. A small series of foundational activities have been developed that focus on foundational skills that teachers can use flexibly with Term 2 LPMs. Support will be provided to SSOs and teachers to use these. Street Child will be contracted to support additional monitoring and input into scale up model based on their experience with Teaching at Right Level (TaRL) in Sierra Leone primary schools.

Through Output 5 a study was completed using 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 to support both teachers and pupils in the scale up of Pupil Remediation. (See more in 2.2.5). This will also be used to inform the scale-up.

## **2.3 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: Setting targets in line with updated Education Sector Plan**

#### **2.3.1 Global Partnership on Education programme launched and implementation commenced**

GPE Programme implementation was launched by President in presence of the CEO of the GPE Secretariat. Programme TA supported preparation of the application and, currently, coordination arrangement by MBSSE. UNICEF is supporting overall implementation of the \$17m programme while DFID is coordinating agency.

#### **2.3.2 Materials for performance monitoring of districts developed**

During this quarter, district level workshops on the way forward for performance monitoring across districts were organised in conjunction with Outputs 4 and 5. The core material for the workshops was a comparative analysis of SGLA 2 results and annual performance of candidates in 2018 public exams (NPSE, BECE and WASSCE) presented by district. The prepared material was used to brief MBSSE on the status of learning achievement in the country.

### **Objective 2: Support the delivery of government reform priorities**

#### **2.3.3 Technical and operational support to MBSSE on FQSE planning and implementation provided**

A substantial amount of TA was provided to the administration during the quarter, building on the energy and demands emanating not only from Free Quality Secondary Education (FQSE) but also from the growing push by government to further decentralise education management. LWL TA worked to influence and contributed strategically to thinking, proposals for change and efforts to review policies and interventions impacting on sustainable learning. Direct operational support was also provided to the Ministry, including:

- Production of various updates of the costed FQSE start-up plan including cost per child estimation for the various levels.
- Support to MBSSE on drafting a variety of policy and launching statements, e.g. statements on education made on international missions and at key national events.
- Support on drafting of MBSSE briefings, including progress report to the Chief Minister.
- Facilitation of technical discussions with external partners, e.g. Oxford Policy Fellowship, Education Partners Group, Promans / 11<sup>th</sup> EDF Technical Assistance Lead Group, etc., at the request of the Minister.
- Support to Minister during trip to the UK to attend and participate in two education conferences.
- Support to MBSSE in review / critique of draft 2018 Annual School Census Report.
- Further support to MBSSE in its inputs to the national development plan / PRSP IV.

- Support to the MBSSE in holding Part 1 of the 2018 Annual Education Sector Review during the 2018 Annual Celebration of Education (ACE) formerly referred to as the Week of Education (WE).
- Support to the MBSSE in work being led by the 5-Year FQSE Implementation Plan consultant.

Support to key consultants in MBSSE engaged at the request of the Minister and funded through the LWL programme continued.

Agreement was reached with the technical consultant to the Minister on the 5-Year Costed Workplan for FQSE to support five regional consultation workshops on FQSE national priorities. The first workshop will be held in Freetown for the Western Area region in February.

### **2.3.4 Capacity of MBSSE to support implementation of FQSE reviewed**

The programme supported a two-day Retreat of senior MBSSE and FQSE personnel in early December to agree medium term priorities for FQSE implementation (in the context of a 5-Year Plan) and to review existing capacity and capacity gaps of the Ministry to deliver. A draft FQSE plan and results framework from the Retreat have been fed into the work of the technical adviser to the Minister and have also been presented to State House, most recently during another Retreat organised this time by State House.

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

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

### **Objective: Strengthen district supervision of schools**

#### **2.4.1 DSO Coordination continued**

DSOs were also brought together regularly over the course of the quarter around a range of activities, e.g. SSO Professional Development Week, Pupil Handbook Distribution and Tangerine dashboard development processes to name a few. DSOs continued to play a role in supporting monthly DEO meetings, which were held by the majority of districts this quarter.

DSO coordination and support has been enhanced this quarter by the introduction of a DSO-focussed real-time dashboard enabling more active oversight on SSOs. Real-time monitoring of SSO activity helps DSO management of their team. One aspect of DSO coordination was more challenging this quarter, which was the lack of an Output 4 Lead meaning line management functions were temporarily disrupted and picked up by others in the team. We expect this situation to return to normal in the next quarter.

#### **2.4.2 Support to FQSE implementation at a decentralised level provided**

Support to FQSE implementation at a decentralised level continued with support for materials distribution and support with the clarification of Annual School Census data. Work began on supporting the implementation of Ward Education Committees and we expect this work to become a greater focus in the next quarter and beyond.

#### **2.4.3 National rollout of Tangerine continued**

After the launch in late September, several small teething problems were identified by SSOs. The SSO Professional Development Week in November was used to provide a rapid update to solve

these problems and to introduce further upgrades in the Tangerine system e.g. new forms to cover exam reviews and to capture when and why a teacher could not be observed as planned. The vast majority of SSOs are now submitting all data via Tangerine, but there are still a few SSOs with challenges or school not correctly recorded in the system.

In addition to SSO data collection, this quarter saw the development of Supervisor Tangerine tools based on the approved supervisor form. It is intended this will be tested or piloted in the next quarter, but that full rollout will be delayed until the full details of new Supervisor recruitment, induction and mobilisations is set out by MBSSE.

#### **2.4.4 Real-time data dashboards and monthly monitoring reports continued**

The start of this quarter saw major enhancements to the monthly monitoring report due to the improved data from Tangerine. Tangerine gives easier access to more data from SSOs and easier aggregation thus improving the depth and quality of insight provided.

In November, design workshops were held at national and district level with MBSSE to discuss options, needs and preferences for the real-time data dashboards. This feedback then led to the design and production of two real-time data dashboards which display SSO Tangerine data. The first is a MBSSE dashboard with 16 key indicators that can be filtered as requested (location, subject, grade). The second a DSO dashboard at the request of DSOs and as an example of what could be possible for MBSSE to use to monitor supervisors.

Both dashboards will be tested with MBSSE and stabilised in the low-internet environment. They will then be integrated into existing and emerging performance monitoring approaches.

#### **2.4.4. Support to Supervisors agreed**

The outline support to supervisors from LWL was agreed with MBSSE, but then timing, quantity and exact extent of this depends on decisions MBSSE need to make regarding new supervisor recruitment and what they are providing to whom as our input needs to align to this. The work on the supervisor Tangerine forms will continue to be developed while we await decisions from MBSSE.

#### **2.4.5 District data-driven decision-making capacity building commenced**

Output 4 and Output 5 collaborated on the first stage of the district data-driven decision-making capacity building with a workshop that supported DEO and Council staff to engage with SGLA and examination data, consider what the data told them and what problems this suggested. This work lays the basis for a series of future capacity building, starting next quarter that will help districts to use data and evidence to identify problems, develop solutions and action plans and monitor the effectiveness of implementation using data.

## **2.5 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 Full draft of SGLA 2 report completed**

The SGLA 2 draft report was completed on schedule and distributed to various stakeholders at MBSSE, DFID and the Leh Wi Lan team for comments that will be incorporated into the final report.

#### **2.5.2 Evidence based decision making workshops for district education offices conducted**

The evidence -based decision-making workshops were held from 27<sup>th</sup> November to 3<sup>rd</sup> December 2018 in the four regional capitals. This comprised of one day workshops for district level education stakeholders made up of District Directors of Education (DDEs), school inspectors/supervisors, District Support Officers (DSOs) and Chairpersons of education for the local councils. The aim of the workshops was to provide a District-level forum in which education stakeholders were supported to interrogate SGLA data alongside exam data from the 2018 WASSCE results and apply their observations to policy discussions and objective setting.

At the end of the workshop, most of the participants clearly saw the usefulness of data in fuelling policy discussions. Additionally, the inclusion of Councillors and DSOs in the workshop was a good decision because many of the issues that DEOs often get stuck on (e.g. lack of supervisory capacity) were more productively discussed in a multi-stakeholder forum, and a number of opportunities arose for improving capacity through greater coordination. In general, the more diversely attended workshops provided a more optimistic outlook on district-level capability and opportunity.

#### **2.5.3 Data capacity building workshop for MBSSE at national level conducted**

The full SGLA 2 dataset with meta-data was handed over to the Ministry in the previous quarter. In order to enhance capacity within MBSSE for analysing and utilising the SGLA data for informing strategy, policy and planning, a capacity building workshop was organised for data analysts at the Ministry. Interns at the Ministry- one attached to the office of the focal person for learning assessments and one who was formerly attached to the situation room - were invited in addition to three fieldworkers from the SGLA survey team. The workshop was held on 10<sup>th</sup> and 11<sup>th</sup> December, 2018. Five out of the nine invitees attended the workshop. None of the data analysts from the Department of Planning and Policy and Basic Education attended in spite of the assurances they gave that they would attend. The dates for the workshop coincided with an impromptu demand by the Ministry for additional data for the annual school census report. Subsequent trainings should be included in the general Output 3 capacity building for the Ministry to encourage full participation.

#### **2.5.4 Presentation of SGLA results to SSOs conducted**

A summary of the SGLA results was presented to the school support officers (SSOs) as part of the SSO Professional Development Week in November. Through discussion and activities, they were encouraged to internalise the findings, validate them and consider what the findings mean for SSOs and how the SSO role can best address the critical learning situation.

#### **2.5.5 Report on analysis of SGLA results to support Pupil Remediation Pilot (Output 2) produced**

In collaboration with Output 2 and the Pupil Remediation pilot, analysis of SGLA pupil assessments was conducted to better understand learning gaps in JSS English and maths. Through SGLA, English

and mathematics competencies are assessed in a representative (at district and national level) sample of Sierra Leonean students. A diagnostic report provides information on how children with low scores in this assessment are answering the questions, where the errors and misconceptions lie and suggestions for areas of focus in the Pupil Remediation Programme.

### **2.5.6 Recommendations workshop with MBSSE planned**

The draft report of SGLA 2 was completed in December 2018 as scheduled and has been distributed to stakeholders at MBSSE for comments. The report generates a large number of recommendations for how to improve teaching and learning in secondary schools. The aim of this workshop is to help align SGLA results with MBSSE's priorities and support them in the action planning process. This was to allow MBSSE through its senior decision makers to:

- Clarify and strengthen its policy priorities with reference to SGLA data;
- Use SGLA results to review, consolidate and prioritise within its current long-list of 2019 actions; and
- Consider how the SGLA data source can strengthen its results framework and provide a means to monitor and evaluate its progress towards national policy objectives.

A half-day recommendations workshop was scheduled for 31<sup>st</sup> January 2019, this had to be postponed to 6<sup>th</sup> February because the scheduled date coincided with the week-long activities of the Global Partnership for Education Programme (GPE). The postponement of the workshop will delay the publication of the final report. In order not to unduly delay the final report, MBSSE officers have been asked to send their comments ahead of the workshop.

## **2.6 Management and Admin**

In this quarter, Pupil Handbook distribution, teacher development training, and the recruitment of Output 1 personnel drove the activities of the operations team. The following are support functions carried out.

### **2.6.1 Distribution of Pupil Handbooks (PHs) managed**

Processes, tools and resources to ensure the smooth delivery of PHs to schools were established. This involved creating tools to track the status (receipt and distribution) of the PHs; engagement of security personnel and fire safety devices to protect the books; recruitment and deployment of store keepers to manage materials in warehouses and administer receipt and dispatch; engagement of labour gangs to load and offload the books during the delivery process; and hiring of over 100 vehicles (including trucks), boats and motorcycles to implement distribution.

### **2.6.2 Safeguarding training for staff conducted**

Mandatory safeguarding training introduced by Mott MacDonald headquarters was conducted for all employees. The MM regional director for West Africa, Jake Ross, visited Sierra Leone to lead the training. All Freetown headquarters staff, field personnel and consultants received training to ensure that the LWL team complies with MM safeguarding policies. The training will be extended to SSOs in the coming quarter.

### **2.6.3 Recruitment of Output 1 team completed**

Key positions required by the DFID contract for successful implementation of Output 1 were filled through an open competitive selection process. Key recruitments include an international Gender & Inclusion Adviser, a National Lead for Output 1, 14 District Inclusion Officers (DIOs) to drive district level implementation, and four regional District Programme Support Officers to lend additional capacity to operational support (with particular focus on compliance and financial controls).

## 2.6.4 Procurement of programme assets completed and tender process for Output 1 materials carried out

An additional Toyota Land Cruiser was procured for the programme to increase capacity to administer the growing LWL programme and as replacement for part of an ageing fleet. Two further vehicles are approved for procurement.

54 replacement motorcycles for SSOs were procured. 17 used motorcycles were also inherited from the closed UNICEF GATE programme to be allocated to SSOs and DIOs. Four further motorcycles are still expected from the UNICEF programme.

A comprehensive tender process was carried out in compliance with national NPPA procurement rules for materials required for Output 1 implementation: printing of School Safety Guides, menstrual hygiene kits for girls, solar lamps and LifePlayer wind-up radios. Supplies for two special needs schools in Kono and Koinadugu will be procured in the next quarter.

## 2.7 Key programme risks in the quarter

Table 2 key risks and management for the quarter November 2018 – January 2019

Key Risk	Impact	Mitigation
<p>Production and distribution of Pupil Handbooks (English &amp; Maths) in support of Free Quality School Education; risk of:</p> <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 changes to MBSSE to manage expectations</li> <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>• Severe impact on the ability of government to keep its promise of free quality school education for all children</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive analysis, presentation and communication of FQSE package</li> </ul>

<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>• Time lags in implementation and elements of FQSE package not delivered on time</li> </ul>	<ul style="list-style-type: none"> <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 programme management.</li> <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>
<p>Motorcycle accidents (SSOs/DSOs).</p>		<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> </ul>

		<ul style="list-style-type: none"> <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>
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## 2.8 Key performance indicators for the quarter

Five key performance indicators were specified for the reporting period, November 2018 – January 2019. The following table shows the status of completion.

Table 3 key performance indicators – progress in the quarter November 2018 – January 2019

KPI	Milestone	Status
<b>Output 1</b> – Improved learning and safety for girls and students with disabilities	<i>Recruitment of key project staff to implement Output 1</i>	<b>Achieved</b> <u>Evidence:</u> Summary of recruitments carried out + JDs (O1 international adviser, O1 lead and DIOs)
<b>Output 2</b> - Improved learning conditions in schools – SSS and JSS teachers have and are using the resources to improve teaching	<i>JSS and SSS Pupils' Handbooks Terms 1-3 printed and distributed to students in government and government-assisted secondary schools.</i>	<b>In progress</b> Terms 1 & 2 distribution completed by end Jan; Term 3 in Feb <u>Evidence to be shared:</u> 1) Link to e-copies of JSS and SSS PHs on MBSSE website 2) Short report of PH distribution 3) Samples of Transfer Forms signed by school heads to acknowledge receipt
<b>Output 3</b> - MBSSE and DEOs discuss and take decisions based on real time data to manage performance of individual schools at least monthly	<i>Analysis of student performance in 2018 BECE and WASSCE public exams (English and Maths) completed by district with recommendations for DEOs.</i>	<b>Achieved</b> <u>Evidence:</u> 1) 2018 WASSCE & BECE Exams Analysis 2) Report of district data dissemination workshops
<b>Output 4</b> – Strengthened capacity to support schools	<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>Achieved</b> <u>Evidence:</u> Programme note on SSO uptake of Tangerine Record of SSO Tangerine use Screenshots of draft Supervisor Form
<b>Output 5</b> - Impact of annual learning assessment maximised	<i>Full SGLA 2 report disseminated and actions to be delivered agreed at HQ and districts</i>	<b>In progress</b> <u>Evidence to be shared:</u> 1) Full SGLA 2 report with final recommendations – preface awaiting Minister's signature

		<p>2) SGLA 2 full dataset on MBSSE website:  <a href="http://education.gov.sl/LeWeLearn_Page/LeWeLearn_AssessmentRpt.aspx">http://education.gov.sl/LeWeLearn_Page/LeWeLearn_AssessmentRpt.aspx</a></p> <p>3) Report of dissemination workshops</p> <ul style="list-style-type: none"> <li>• District level - ref. evidence (2) under Output 3;</li> <li>• National – report of SGLA 2 Recommendations Workshop</li> </ul>
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Three out of five milestones were achieved during the quarter. The missed milestones were due to factors beyond the direct control of the programme. In the case of Output 2, Term 3 pupil handbooks could not be delivered by the end of January due to delays in international shipping and customs clearance. In the case of Output 5, dissemination of the full SGLA report depended on the outcome of a Recommendations workshop with MBSSE. The workshop was originally scheduled for January 2019 but had to be moved to February at the request of MBSSE. Achievement of both deliverables will be reported in the next quarter.

## 3. Plans for next quarter, February – April 2019

### 3.1 Key Performance Indicators for next quarter

The proposed KPIs and milestones for the next quarter (Feb – April 2019) are:

1. Output 1 – Improved learning and safety for girls and students with disabilities – *Milestone: School-based training for all JSS teachers on the School Safety Guide conducted*
2. Output 2 - Improved learning conditions in schools – *Milestone: 90% of JSS and 80% of SSS teachers observed by SSOs using lesson plans (defined as lesson plan usage at level 2, 3 or 4)*
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: Functioning live data dashboard (online), fed by school-level Tangerine data, available to MBSSE at National and District levels*
5. Output 5 - Impact of annual learning assessment maximised – *Milestone: An agreed number of concrete recommendations and actions agreed with MBSSE and districts on the basis of the Learning Assessment results to be delivered by the end of the school year (number of recommendations will be established when the SGLA report deliverable is finalised in the next quarter).*

### 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

Q08 Activities	Feb	Mar	Apr
Training all JSS Principals, Mentors, BoGs on School Safety Guide (SSG)	x	x	
Training of DIOs to follow up on CwD identification and providing validation/referrals for assistive devices		x	x
Finalising Girls' and Boys' Club recordings with studio and uploading episodes onto radios	x	x	x
Develop approach to train Mentors in use of radios in Girls' and Boys' Clubs, Menstrual Hygiene Kits, mural messaging on SSG		x	x

Q08 Activities	Feb	Mar	Apr
Develop distribution plan for radios, Menstrual Hygiene Kits, paints and stencils, solar lamps		x	x
Develop Gender and Disability Responsive Pedagogy (GDRP) Materials	x	x	x

## Output 2: Improving learning conditions in secondary schools

Q08 Activities	Feb	Mar	Apr
Conduct training for SSS teachers, HoDs and Principals in use of Lesson Plan Manuals and Pupil Handbooks			x
Conduct cluster/school-based training for JSS teachers in use of student handbooks when those arrive		x	x
Conduct JSS school leadership engagement with non-private school principals and assistant principals/heads of department.	x	x	
Conduct cluster/school-based training for JSS teachers in use of lesson plans and pupil handbooks		x	x
Identify missing LPMs in school and develop a plan to print more books		x	x
Distribute SSS and JSS Term 3 Pupil Handbooks	x		
Share sample sets of lesson plans and pupil handbooks (electronic and hard) with teacher training colleges		x	
Implement and evaluate student remediation pilot in JSS1	x	x	x
Develop Pupil Remediation programme for SSS		x	x
Conduct monthly SSO Learning Circles to include focus on gender and inclusion and lesson observation	x	x	x
Develop teacher training videos as part of support to use LPMs and PH (new activity)		x	x
Hold SSO Professional Development Week (new activity)			x
Support TSC to develop CPD framework (new activity)			x

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

Q08 Activities	Feb	Mar	Apr
Get Ward Education Committees functional and monthly bulletin and dashboard for FQSE up and running	x	x	
Provide support to draft TOR for Standards Setting / Benchmarking Committee introduced by the Minister	x		
Continue rolling out of performance management routines following district level workshops	x	x	

Q08 Activities	Feb	Mar	Apr
Produce and disseminate MBSSE Strategic Priorities based on aligned ESP and New Direction		x	
Complete social mobilisation programme in 4 remaining districts	x	x	

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

Q08 Activities	Feb	Mar	Apr
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
Testing and improvement of real-time dashboards, involving MBSSE. Integration into performance monitoring approaches.	x	x	x
Ongoing production of Monthly Monitoring report. Review to ensure no duplication with real-time dashboards – focus on value-adding analysis	x	x	x
Seek MBSSE decision on their recruitment and support to supervisor plans – align our support to this	x	(x)	(x)
Piloting of supervisor form on Tangerine with limited number of supervisors		x	x
Continuation of district planning and performance management capacity building – development and piloting of problem solving, action planning and performance monitoring training.	x	x	x
Support to consultant implementing plan for WECs – integration of WECs into other work where relevant.	x	x	x
Collaboration in the induction of other decentralised project staff – DIOs and RPSOs.	x	x	

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

Q08 Activities	Feb	Mar	Apr
Commence planning for the third round of the Secondary Grade Learning Assessment (SGLA 3). Including identifying types of data, evidence and dissemination activities to serve the changing needs of MBSSE, Leh Wi Lan and DFID.	x	x	x
Support MBSSE in the set-up of a semi-autonomous assessment and research unit, which will have capacity to design and run learning assessments.	x	x	x

# Acronyms and abbreviations

ASL	Approved Suppliers List
BECE	Basic Education Certificate Examination
BoG	Board of Governors
CEO	Chief Education Officer
CPD	Continuing Professional Development
CwD	Children with disabilities
DDE	Deputy Director of Education
DEO	District Education Office
DFID	UK Department for International Development
DIO	District Inclusion Officer
DSO	District Support Officer
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
GLADI	Girls Learning and Disability Inclusion (Output 1)
GoSL	Government of Sierra Leone
GPE	Global Partnership on Education
GPS	Global Positioning System
HoD	Head of Department
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
MBSSE	Ministry of Basic and Senior Secondary Education
MEST	Ministry of Education Science and Technology
MM	Mott MacDonald
MoFED	Ministry of Finance and Economic Development
MoPED	Ministry of Planning & Economic Development
MTR	Mid Term Review
NPPA	National Procurement Authority
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
TaRL	Teaching at the Right Level
ToRs	Terms of Reference
UNICEF	United Nations Children’s Fund
VFM	Value for Money
WASSCE	West African Senior School Certificate Examination