

Leh Wi Lan

Improving Secondary Education
in Sierra Leone

8th Quarterly Report

Leh Wi Lan: Improving secondary education

February 2019 – April 2019



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1. Summary of overall progress

The current quarterly report covers the period from February to April 2019. It has been a busy and productive quarter with notable highlights shaping and providing a robust platform to move into the next quarter.

Quarter 8 saw the completion of the distribution of 2.7 million JSS and SSS Pupils Handbooks (PHs) to Government and Government assisted schools in all 16 districts of the country as well as the implementation of book handling guidelines to steer principals on how to distribute and manage the books once they have become the responsibility of the schools. In March, 940 PHs printed in the Braille format were also distributed to schools.

In March, three films were designed and produced to support teacher training initiatives. The films highlight areas of good teaching practice in both maths and English and provide a model for Heads of Departments (HoDs) and Principals on how to best give fruitful feedback to teachers after a lesson observation. These are pilot videos and will be shared with MBSSE, TSC and DFID in the next quarter. The films will then be introduced to teachers through SSOs who were given orientation on how to implement the materials in the Teacher Development Programme (TDP) held in April. The films have been distributed to SSS teachers through SD cards thus enabling them to watch them on their mobile phones. Important and useful data regarding teacher performance is being captured on Tangerine which will inform and steer on future TPD interventions including contents of future films when we upscale.

Q8 has seen a significant intensification of the Ministry for Basic and Secondary School Education's (MBSSE's) presence at district level. This presented an opportunity to greatly improve education service delivery, but also brings with it unprecedented challenges for coordination and harmonisation across MBSSE and related agencies, e.g. FQSE Coordinator's Office, the TSC and Leh Wi Lan's district teams. This led to district level harmonisation workshops in April with the aim of improving each actor's understanding of this new district education landscape, and to lay the foundation for more effective inter-agency collaboration.

In preparation for the third Secondary Grade Learning Assessment (SGLA III) planning started in February and March. Timelines were shared with MBSSE and other stakeholders in meetings in April. In the same month extensive training for regional coordinators and supervisors was conducted in preparation for field work scheduled for May - June 2019.

There has been significant strengthening of the Leh Wi Lan (LWL) team with the recruitment and deployment of 4 District Programme Support Officers (DPSOs) in March and now based in each region, and 14 District Inclusion Officers (DIOs) recruited at the very start of the quarter and based in each district

The following tables provide 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 8 and actions for Quarter 9

Programme Output 1		Girls Learning and Disability Inclusion	
KPI milestone for this quarter (Feb 2019 – April 2019) <i>School Safety Guide printed and delivered to all teachers. All principals trained on School Safety Guide and Teacher Learning Circles.</i>			KPI milestone for next quarter (May 2019 – July 2019) <i>Vulnerable girls are supported to have access to hygiene kits and other in-kind support.</i>
Planned activities for this quarter (08)	Activity delivered this quarter (08)	Highlights/challenges	Activities for next quarter (09) (May – July)
Training all Principals, mentors, etc on School Safety Guide (SSG)	From February 11 th till February 22 nd , all JSS school Principals, Deputy Principals, BoG representatives and mentors were invited to attend a training on the SSG.	A training version of the SSG booklet was provided, however the final version of the SSG booklet has not been approved by MBSSE for distribution to all teachers.	<ul style="list-style-type: none"> Assure final sign-off of SSG and distribute to all teachers Training all mentors on use of the hygiene kits and distribution of kits to girls Training mentors to facilitate school murals on messages from SSG Distribution of paint and stencils for murals Continue development of Gender and Disability Responsive Pedagogy materials and train teachers
(Additional) SSG validation meeting and final approvals by MBSSE	On 20 March, a meeting was facilitated with MBSSE and partners to validate the SSG. On 18 April, the standards committee of MBSSE met to discuss the SSG.	The SSG document still needs final approval from the Minister in his capacity as MBSSE standards committee chairperson.	
Training of DIOs to follow up on CwD identification and providing validation/referrals for assistive devices	DIOs received an initial training on the checklist and disability inclusion on 14 March.	DIOs to receive further training once a contract is agreed with a disability specialist organisation (i.e. Handicap International).	
Finalising Girls' and Boys' Club recordings with studio and uploading episodes onto radios	Episodes 1 to 5 out of 18 have been recorded and finalised.	Some delays were experienced, but episodes 6 to 18 will be completed as soon as possible.	
Training mentors to facilitate use of radios at school level	Activity not completed.	Activity can only be completed once radio recordings have been completed. (Expected September 2019)	
Distribution of radios and commencement of Girls' and Boys' Clubs	Activity not completed.	Activity to commence once radio recordings have been completed. (Expected September 2019)	

Training all mentors on use of the hygiene kits and distribution of kits to girls	Activity not completed.		Hygiene kits procured from manufacturer in China, products not received in SL for distribution yet. (Expected May – July 2019)	
Training mentors to facilitate school murals on messages from SSG	Activity not completed.		Activity to commence once SSG document has been approved.	
Distribution of paint and stencils for murals	Paint and stencils are currently being procured. Paint will be procured at district level to save distribution cost.		Activity to commence once SSG document has been approved.	
Develop Gender and Disability Responsive Pedagogy materials and train teachers	We have started on the development of materials.		Training to commence after SSG document has been distributed and implemented fully in schools.	

Programme Output 2 Improving learning conditions in schools				
KPI milestone for this quarter (08) <i>90% of JSS and 80% of SSS teachers observed by SSOs using LPMs (defined as lesson plan usage at level 2, 3 or 4)</i>		KPI milestone for next quarter (09) <i>500,000 pupils using Maths and English PHs to enhance their learning</i>		
Planned activity for this quarter (08)	Activity delivered this quarter (08)		Highlights/challenges	Activities for next quarter (09)
Use the evidence available– SGLA data and SSO lesson observation feedback, to monitor what is working well and where the gaps are. Use to inform other activities.	Report commissioned to analyse SSO lesson observation feedback from Tangerine data. Findings used to inform SSO Professional Development Week activities.		The report provided useful insight on how SSOs are recording ‘stars and wishes’ in lesson observations and gave key recommendations that have been integrated into training.	<ul style="list-style-type: none"> Conduct coaching visits in all focal JSS and SSS schools Implement and evaluate 3 pilot teacher professional development videos to support teachers to use LPM and PH
Identify missing LPMs in school and plan to print more books.	Process and plan established to identify missing SSS LPMs and print more to fill gaps.		Tangerine has been utilised to collect data in a simple and effective way. Multiple activities for SSOs has meant they need longer to collect this data.	
Conduct cluster training for SSS teachers in use of lesson plans and pupil handbooks	Cluster TPD training held across 16 districts for Term 3.		Final training of the academic year underway with positive feedback on training content.	

Conduct school leadership engagement with non-private school principals and assistant principals/heads of department	Principal and HoD leadership training delivered to JSS in February and delivered to SSS as part of TPD.		Training covered 1,027 JSS and sessions on school heads' monitoring of use of LPMs by teachers.	<ul style="list-style-type: none"> • Identify number of teachers without LPMs in SSS and begin procurement to print LPMs to fill the gaps • Print and distribute missing LPMs • Conduct school leadership engagement with non-private school principals and assistant principals/heads of department - JSS • Introduce tablet-based reporting as part of school leadership programme for JSS and SSS principals (SIS phase 3) • Strengthen SSO Performance Management and Evaluation
Strengthen monthly SSO Learning Circles to include focus on gender and inclusion and lesson observation	Monthly SSO Learning Circle Agenda and content strengthened from March 2019.		Revised monthly learning circle agenda incorporates feedback and discussion on monthly tangerine data hence providing feedback on SSO lesson observation.	
Implement and evaluate student remediation pilot in JSS1	Student Remediation pilot implemented throughout Term 2. Street Child conducted evaluation and produced draft report.		Pupil Remediation pilot has provided an excellent opportunity to look deeper into the classroom and understand barriers to learning. This will inform scale up next quarter.	
Develop Pupil Remediation programme for SSS	The scale up of Pupil Remediation will be designed together with MBSSE, DFID and TSC and will follow evaluation of the pilot.		Need to evaluate the pilot fully and design approach with other stakeholders.	
Share sample sets of SSS lesson plans (electronic and hard) with teacher training colleges	SSS Lesson Plans shared with 6 teacher training institutions in soft copy on a memory stick. Hard copies to be distributed next quarter.		Teacher training institutions received LPMs positively. Need to ensure they have both soft and hard copies of all materials.	

			<ul style="list-style-type: none"> • Conduct SSO Professional Development Week • Develop approach for JSS and SSS TPD in next academic year with DFID, TSC, MBSSE • Evaluate pilot student remediation programme in JSS 1 • Design and agree scale up approach for Pupil Remediation in JSS 1 and begin implementation • Share sample sets of SSS LPM (hard copy) and Pupil Handbooks (electronic and hard) with teacher training colleges • Conduct rapid review of use of LPMs in JSS
Develop teacher training videos as part of support to use LPMs and PHs (new activity)	Three teacher training videos developed		Three videos developed and distributed to SSS teachers on SD cards. Challenges faced with technical

			capacity of media company, this will be reviewed before scaling up.	
Hold SSO Professional Development Week	SSO Professional Development Week held for all SSOs in April 2019.		SSO Professional Development Week provided an opportunity to address emerging issues and build SSO capacity in all relevant elements of the programme.	
Distribute Term 3 PHs	Term 3 PHs distributed in March 2019		All PHs have been distributed to government and government assisted schools with exception of some remaining books currently stored in Western Rural store awaiting final redistribution.	

Programme Output 3 <i>Improving learning conditions in schools</i>			
KPI milestone for this quarter (08) <i>90% of JSS and 80% of SSS teachers observed by SSOs using LPMs (defined as lesson plan usage at level 2, 3 or 4)</i>			KPI milestone for next quarter (09) <i>500,000 pupils using Maths and English PHs to enhance their learning</i>
Planned activity for this quarter (08)	Activity delivered this quarter (08)		Highlights/challenges
			Activities for next quarter (09)
Get Ward Education Committees functional and get monthly bulletin and dashboard for FQSE up and running	Identification of members of Ward Education Committees done but support yet to be finalised and meetings yet to commence. Completed FQSE dashboard awaited from FQSE Secretariat		Challenge has been getting the necessary support to get WECs started The FQSE Secretariat has been struggling with getting needed baseline data. The FQSE Coordinator is
			<ul style="list-style-type: none"> • Get Ward Education Committees started • Get monthly FQSE Progress bulletin up and running

			aware of the issue and trying to address	<ul style="list-style-type: none"> • Get monthly TBS Committee Key Benchmarks Bulletin up and running • Share analyses of performance of districts in WAEC conducted school level examinations with the districts • Provide technical and operational support to the MBSSE on policy issues and FQSE implementation • Continued support to the MBSSE internal structural and functional review and decentralisation process
Provide support to draft TOR for Standards Setting / Benchmarking Committee	Done. TOR produced and shared. Committee has held 4 meetings		TOR completed and cleared. Approved TOR attached. Successful meetings chaired by the Minister or his deputy ongoing	
Provide support in determining some key benchmarks and make known to all	Partly done. Some key benchmarks determined by TBS Committee but only partly made known		Well informed discussions being used to arrive at agreement on key benchmarks	
Commence rolling out of performance management routines following national and district level workshops	A round of regional workshops for DEOs on using evidence to plan and take action to improve schools, led by DSOs		A final comprehensive framework for monitoring performance depends on dissemination of clear national targets by MBSSE TBS committee	
Support production and dissemination of ESP and New Direction aligned MBSSE Strategic Priorities	Ongoing. Alignment done.		Aligned priorities for 2019 already shared with State House and the Ministry of Planning and Economic Development	
Complete dissemination of district analyses of performance in public exams to DEOs with recommendations on actions to be taken	Analyses completed but dissemination only partly completed		Information already shared with DSTI at State House and confidentially with others. Awaiting availability of Minister for district seminars and dissemination	
Get Ward Education Committees functional and get monthly bulletin and dashboard for FQSE up and running	Identification of members of Ward Education Committees done but support yet to be finalised and meetings yet to commence.		Challenge has been getting the necessary support to get WECs started	

	Completed FQSE dashboard awaited from FQSE Secretariat		The FQSE Secretariat has been struggling with getting needed baseline data. The FQSE Coordinator is aware of the issue and trying to address	
Provide support to draft TOR for Standards Setting / Benchmarking Committee	Done. TOR produced and shared. Committee has held 4 meetings		TOR completed and cleared. Approved TOR attached. Successful meetings chaired by the Minister or his deputy ongoing	

Programme Output 4 <i>Strengthening district capacity to hold schools and teachers to account</i>				
KPI milestone for this quarter (08) Functioning live data dashboard (online), fed by school-level Tangerine data, available to MBSSE at national and district levels			KPI milestones for next quarter (09) 10 districts with functioning performance management routines to monitor progress against improvement plans	
Planned activity for this quarter (08)	Activity delivered this quarter (08)		Highlights/challenges	Activities for next quarter (09)
<ul style="list-style-type: none"> Monthly DEO meetings in all districts with reports from joint monitoring 	Monthly meetings not held in February due to other priorities and limited time. All districts held meetings in March.		Due to PH distribution and a shortened month the decision was taken to drop February meetings and focus on full coverage in March – which worked.	<ul style="list-style-type: none"> Monthly DEO meetings in all districts with reports from joint monitoring
<ul style="list-style-type: none"> Ongoing use of Tangerine system by all SSOs 	Ongoing use by vast majority, efforts to resolve challenges for small number.		Two SSOs struggling to use tablets still – assigned mentors to support use.	<ul style="list-style-type: none"> Ongoing use of Tangerine system by all SSOs
<ul style="list-style-type: none"> Ongoing production of Monthly Monitoring report. Review to ensure no duplication with real-time dashboards – focus on value-adding analysis. 	Monthly report focused on geographic and temporal variation to add value to real time reports.		Late submission of some reports due to report analyst moving into a new role with more limited time available – alternative arrangement needed	<ul style="list-style-type: none"> Ongoing production of Monthly Monitoring report Integration of real-time dashboards more into performance monitoring

<ul style="list-style-type: none"> • Testing and improvement of real-time dashboards, involving MBSSE. Integration into performance monitoring approaches. 	<p>Tested, refined, tested and improvement. Integration of data into DSO monitoring of SSO and integration with DEO planning training.</p>		<p>An improved real-time dashboard that is being integrated in various aspects of performance management within LWL and MBSSE support interventions.</p>	<p>approaches to enhance data use</p> <ul style="list-style-type: none"> • Beginning work on Tangerine sustainability plan, including roll out to school principals, training for MBSSE and integration with data improvement approaches • Seek MBSSE decision on their recruitment and support to supervisor plans – align our support to this. • Review of Supervisor Tangerine Pilot and planning for full rollout to Supervisors • Initial form development for School Principal Tangerine use • Development of district performance management routines to monitor performance against improvement plans (or revised plans)
<ul style="list-style-type: none"> • Seek MBSSE decision on their recruitment and support to supervisor plans – align our support to this. 	<p>No progress</p>		<p>No concrete recruitment action from MBSSE yet.</p>	
<ul style="list-style-type: none"> • Piloting of supervisor form on Tangerine with limited number of supervisors. 	<p>Pilot forms developed, initial training delivered with blessing from MBSSE. Pilot underway.</p>		<p>Good progress to have MBSSE staff now involved in Tangerine data collection. However, limited data uploads so far indicate challenges with the system and/or very infrequent school visits.</p>	
<ul style="list-style-type: none"> • Continuation of district planning and performance management capacity building – development and piloting of problem solving, action planning and performance monitoring training. 	<p>Encouraging progress this quarter with the piloting and rollout of prioritisation, problem solving and action planning training to all districts. Draft action plans due in imminently.</p>		<p>Supporting district to develop a limited number of evidence-based priorities and resource-conscious action plans is a step towards more focused district performance management</p>	
<ul style="list-style-type: none"> • Support to consultant implementing plan for WECs – integration of WECs into other work where relevant. 	<p>Ongoing support to the WEC planning. In addition, support to the FQSE Coordinator to develop and run district FQSE coordination workshops.</p>		<p>Work with the FQSE team at the district level is helping LWL to shape the decentralised education landscape positively and seek greater coordination. Consultancy to support composition of WECs now completed.</p>	

				<ul style="list-style-type: none"> Continued support to decentralised system coordination – WEC and FQSE coordination.
<ul style="list-style-type: none"> Collaboration in the induction of other decentralised project staff – DIOs and DPSOs. 	Participation of DSOs in training of new district staff			

Programme Output 5 Monitoring, research and learning				
KPI milestone for this quarter (08) <i>An agreed number of concrete recommendations and actions delivered with MBSSE and districts on the basis of the Learning Assessment results by the end of the school year</i>			KPI milestone for next quarter (09) <i>Field work for the third secondary grade learning assessment completed and data cleaned for submission to MBSSE</i>	
Planned activity for this quarter (08)	Activity delivered this quarter (08)		Highlights/challenges	Activities for next quarter (09)
Conducting the third Sierra Leone secondary grade learning assessment (SGLA III)	Planning for SGLA III started later in February 2019 and in March, timelines and plan for SGLA III were shared with MBSSE and other stakeholders.		Series of meetings with MBSSE stakeholders in April to share updates on the design of SGLA III and see areas of involvement of the Ministry in the design and preparation work.	<ul style="list-style-type: none"> Training of all field workers for the SGLA III survey Deployment of field workers to 705 schools all over the country to collect data for SGLA III Cleaning and analysis of SGLA III data
Training for SGLA III	Extensive training for regional coordinators and supervisors which was followed by a three-day pilot of test questions		Safeguarding component integrated into training and self-declaration forms signed	
Conduct refresher training in data analysis	Conducted a data capacity building workshop for staff at MBSSE with the aim of enhancing capacity within MBSSE for analysing and utilizing the		The MBSSE does not have adequate numbers of officers with sufficient background in data analysis who can	

	SGLA data for informing strategy, policy and planning.		utilise the data for the benefit of the Ministry	
Conduct policy workshops on SGLA II recommendations	Conducted a half day recommendations workshop to help align SGLA results with MBSSE's priorities and support them in the action planning process.		Action points from the workshop: LWL's SGLA team to draft a discussion for a National Assessment Unit; SGLA III report to include additional focus on the SGLA's role and track record in informing decision making across Sierra Leone's education system.	
Work with MBSSE and stakeholders to incorporate survey results into policies, strategic plans and implementation workplans	The DSOs are already using the districts fact sheets generated from SGLA II in action planning which hopefully will influence decision making across the educational sector in Sierra Leone.			
Contribute to the establishment of a functional learning assessment unit to oversee annual learning survey (subject to MBSSE request)	The TOR for the discussion paper on the learning assessment unit has already been written		The draft discussion paper will be shared in May. GPE funding covers establishment of a learning assessment unit so careful coordination, including with UNICEF, required.	

2. Programme progress by output

2.1 Programme output 1 – Girls learning and disability inclusion

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

In October 2018 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 the LWL programme.

Objective 1: Training all teachers on the School Safety Guide (SSG)¹

Activity 2.1.1: School Safety Guide finalised for printing and delivery to all teachers.

A first version of the SSG was produced by UNICEF during the GATE programme. A revised version of the SSG has undergone reviews from multiple stakeholders. To promote MBSSE ownership of the document, LWL has worked closely with the MBSSE on stakeholder validation and to ensure approval for the SSG. The current and most final version of the document is still being reviewed by MBSSE. The document will be printed and distributed to teachers once final approval has been given by MBSSE.

Activity 2.1.2: All principals trained on School Safety Guide and Teacher Learning Circles

For two weeks, from 8 to 22 February, District Inclusion Officers (DIOs) provided training on the SSG to Principals, Deputy Principals, Representatives of the Board of Governors, and mentors. These four members were invited from each government-assisted JSS school. Out of 1023 schools invited, 987 had at least one representative at the training. Principals were oriented on the SSG and received guidance on how they should set up a Teacher Learning Circle at their school. DIOs are currently monitoring how these Teacher Learning Circles are being set up in schools. Once the final printed version of the SSG is provided to each teacher, teachers will start participating in the Teacher Learning Circles where they will receive training on the full SSG. Principals will lead the Teacher Learning Circles.

Activity 2.1.3: Validation meeting and final approval of SSG by MBSSE carried out

An additional request for validation of the SSG came from MBSSE in February 2019. MBSSE asked LWL to organise a validation meeting including relevant ministries, civil society participants and representatives from all 14 districts of the country. The meeting was held on 20 March 2019. Revisions and comments to the SSG were incorporated. In February 2019, MBSSE also introduced a new standards committee². The standard committee has the mandate to review MBSSE documents amongst other functions. Following validation, the SSG was submitted to the standards committee. After final approval by the standards committee on 18 April 2019, the SSG was submitted to the Minister of Education for his approval and signature.

¹ The School Safety Guide (SSG) has now been renamed Reducing Violence in Schools (RVS) at the request of MBSSE.

² Targets, Benchmarks and Standards (TBS) Committee

Objective 2: Wide dissemination of SSG messages

Activity 2.1.4: Training mentors to facilitate school murals on messages from SSG

Training for mentors will be delayed until the SSG has been distributed to all schools. The school community, especially teachers, should be more familiar with the content of the SSG before any SSG school murals will be introduced.

Activity 2.1.5: Distribution of paint and stencils for murals

Paint supplies are currently being procured at local level in each district. The supplies will be distributed to schools as soon as any SSG and mural orientations have been completed.

Objective 3: Support to Girls to have access to hygiene kits

Activity 2.1.6: Procurement of hygiene kits

In December 2019, LWL selected a supplier to provide re-usable cloth hygiene kits for girls. The hygiene kits are being produced by a Chinese manufacturer. The products are expected to arrive in Freetown in Q9 (May – July).

Activity 2.1.7 Training all mentors on use of the hygiene kits

Activity to start once hygiene kits arrive.

Activity 2.1.8: Orientation of girls and distribution of hygiene kits to girls

Activity to start once hygiene kits arrive.

Objective 4: Expansion of Girls' and Boys' clubs

Activity 2.1.9: Finalising Girls' and Boys' club recordings with studio and uploading episodes onto radios

18 draft scripts were produced to be recorded for playback on the Life Player radio.

The team is currently working with SoftBalls studio in Freetown to finalise these recordings of which 5 of the 18 sessions are complete.

Activity 2.1.10: Training mentors to facilitate use of radios at school level

Mentors will receive training once recordings are ready.

Activity 2.1.11: Distribution of radios and commencement of Girls' and Boys' clubs

This activity will follow once all 18 sessions of the Girls' and Boys' club are ready.

Objective 5: Develop disability strategy, disability responsive materials and provide assistive devices

Activity 2.1.12: Training of DIOs to follow up on CwD identification and providing validation/referrals for assistive devices conducted

DIOs received a first orientation of the Disability Checklist on 14 March 2019. The checklist has been provided to all JSS teachers. DIOs work with SSOs and teachers to identify any students who may be having difficulty at school. Teachers are encouraged to observe students having any difficulties (including learning). Data collection is still ongoing but to date, DIOs have identified 2413 students who potentially need support with a physical or learning difficulty. Data collection will continue towards completion. DIOs will receive further and specialised training to improve their capacity on

Disability Inclusive and Disability Sensitive work. LWL is currently in conversation with various partners to explore the best options for providing such a training.

Activity 2.1.13 : Develop Gender and Disability Responsive Pedagogy Materials and train teachers

The development of Gender and Disability Responsive Pedagogy training materials has commenced. This activity has been delayed by delays associated with the finalisation and approval of the SSG by MBSSE.

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 LPMs and PHs to improve teacher effectiveness

Activity 2.2.1: JSS and SSS PHs distributed for term 3

This quarter saw the final distribution of PHs into schools. Given the PHs are a new concept for many teachers and pupils, we have actively sought opportunities to train stakeholders on their use. Training has been provided on several occasions to help teachers use the PHs effectively. Last quarter DSOs and SSOs received training on PHs during SSO Professional Development Week. SSS English and maths teachers, HoDs and Principals also received an induction to the PHs during TPD cluster training at the end of term 1 (Quarter 8). This quarter SSS English and maths teachers, HoDs and Principals received further training on PHs during term 2 TPD. JSS HoDs and Principals received training on PHs during term 2. Concern remains over parents and teachers' willingness to let pupils take PHs home and use them as intended. A strong fear of damaging the books is preventing effective use. This will need to be addressed with MBSSE and DEOs as well as through SSO coaching into the next quarter.

Activity 2.2.2: Coaching visits conducted by SSOs in all JSS and SSS in government assisted secondary schools

The start of this quarter saw something of a rebound in the number of lesson observations with SSOs gradually being released from PH distribution responsibilities to observe lessons again. The numbers are still short of term 1 totals, due to SSO participation in motorbike training for three weeks. In February the number of recorded school visits reached over 4,000 but almost a quarter of these remained only planned observations that didn't actually take place. About half of these planned observations that did not take place were due to teacher absence and almost another quarter due to extra-curricular activities.

Activity 2.2.3: Three pilot TPD videos developed to support teachers to use LPMs and PHs effectively

Learning from similar teacher professional development programmes (e.g. Education Sector Support Programme in Nigeria, English in Action (EIA) in Bangladesh, Teacher Professional Development Programme in Nigeria, Education Quality Improvement Programme in Tanzania) has shown that videos are an effective way to demonstrate good practice to teachers. This quarter, LWL developed three pilot videos with a teacher video specialist from EIA and local media company Media Whizz. Lessons were drawn from experience from the above four programmes. The videos are each approximately 15 minutes long and were filmed using SSS teachers, HoDs and SSOs in Bo. The three pilot videos produced were:

- Teaching English
- Teaching Maths
- Lesson Observations

The two teaching videos follow a teacher using an LPM and PH, preparing their lesson and delivering it. The narrator draws out examples of good practice for the viewer. It is intended that teachers can use these videos on their own or with HoDs and SSOs to focus on specific pedagogical areas to improve upon. The lesson observation video demonstrates how to conduct a lesson observation including preparing to give feedback. This is intended for SSOs and HoDs to further improve their coaching skills. All three videos are available in 4G and 3G. They have been uploaded onto SD cards and distributed to all English and maths teachers who attended TPD training. An evaluation will be conducted to understand the impact of the videos and if successful a plan for scale up can be developed with TSC and MBSSE distributing to JSS as well as SSS. A key consideration for scale up is the capacity of local media companies. During the pilot a lot of intensive support was required, and equipment was not of the highest quality thus produced lower quality picture and audio than expected. This will be reviewed as part of the scale up.

Activity 2.2.4: Approach developed to identify missing LPMs in school and print missing books

In October 2018, 16,000 LPMs were distributed to government assisted SSS schools. This provided schools with either one, two or three full sets of LPMs depending upon the size of the school. For some schools this was insufficient to provide every taught class with an LPM. In addition, since this date more schools have been approved and additional teachers appointed. This means that in some schools there are insufficient copies of the LPM. In the next distribution LWL will provide all SSS English and maths teachers with a full set of LPMs for the classes that they teach. The first step is to establish the exact shortfall in LPMs. To achieve this a form has been developed on Tangerine. SSOs have been trained on how to use the form and have now gone out to schools to start data collection. We expect that the data will be collected in Q9 and then we can confirm the number of copies required for procurement.

Activity 2.2.5: SSO Lesson observation feedback analysed to understand what is working well and where the gaps are

Tangerine collects data from every lesson observation detailing the 'Stars' (things teachers do well) and 'wishes' (things teachers need to improve upon). This is a vast amount of data with approximately 5000 entries per category each month. As such it does not form part of the monthly dashboard. A report was commissioned to analyse this data for the period October 2018 – January 2019. The analysis included overview of the quality of SSO lesson observations; emerging themes from lesson observations; recommendations for priority focus areas in SSO Professional Development, TPD and Pupil Remediation. Some of the recommendations from the report are shown below. Recommendations for SSOs were incorporated into training in SSO Professional Development Week.

“Continue to promote the use of the LPM, with a particular focus on sticking to the prescribed timings, in order to ensure that adequate time is given to all parts of the lesson – there is strong evidence to suggest there is more active participation in learning when the LPM is used correctly”

“Focus on teaching the correct lessons, in the correct sequence, to the right class, at the correct time; this is a serious issue”

“Reiterate and reinforce basic professional standards: arrive to lesson on time and use all of the time available; don’t answer your phone in class or leave the classroom; address the class clearly and with authority; maintain a positive atmosphere whilst addressing any poor behaviour etc”

“Provide more training on grouping strategies, different methods of assessment and techniques to include all learners in the lesson”

[SSOs should] “Always be specific with stars and wishes; refer either to one of the success criteria or to a specific aspect of classroom management or professional standards; if the teacher is competent and using the lesson plan, try to focus on inclusion of all learners, grouping and assessment variety as these are the best indicators that learning is taking place”

“In the example boxes, [SSOs should] give an example of how the teacher earned the star you just mentioned – don’t just repeat the star or give another star! If you mention grouping pupils, use the example box to say how the teacher grouped pupils; if you mention different assessment methods, use the example box to state which ones; if you mention including all learners, use the example box to state how”

Activity 2.2.6: Share sample sets of LPMs and PHs (electronic and hard) with teacher training colleges

Visits were conducted to six teacher training institutions across the country. The purpose of the visits was to formally introduce the SSS LPMs and PHs and engage the authorities at the institutions on the acceptance and effective use of LPMs and PHs in pre-service education as well as in schools. Soft copies of the books were provided while hard copies will be supplied in Q9. The books were received by a combination of Vice Chancellor, Dean, Vice Registrar, Director of Studies, Principal, HoDs, English and maths Lecturers at each institution. Representatives of the institutions were supportive of the materials and the potential they have in the classroom. They were interested in the sustained use and encouraged HoDs in schools to continue their use after LWL.

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

Activity 2.2.7: Monthly SSO Learning Circles strengthened to include focus on gender and inclusion and lesson observation

Monthly Learning Circles are a useful element of the LWL programme. As the programme expands to incorporate greater focus on gender and inclusion and deeper focus on teacher pedagogical skills (beyond using the steps of the LPM) there is need to revise and strengthen the monthly SSO Learning Circles. In March, a new agenda was created that expanded the Learning Circle from a half day to a full day and included four new agenda items:

- *Improving Teaching and Learning* (monthly training on a relevant thematic area, led by an SSO with guide notes provided).
- *Gender and Inclusion* (monthly training on a relevant thematic area, led by DIO with guide notes provided).
- *Tangerine* (DSO leads a review of Tangerine data collected in the previous month and addresses any issues and highlights trends and successes)
- *Upcoming activities* (DSOs lead a look forward at key activities coming up next month, so all team members are prepared for new activities).

The creation of a new agenda provided an opportunity for SSOs to deep dive into areas of capacity strengthening. By having training on relevant thematic areas facilitated by one of them, the SSOs acquired skills and knowledge that will improve their capacity to support teachers. The new agenda also makes for training on gender and inclusion in relation to SSO roles, review of tangerine data to highlight trends, issues and successes. With these inclusions in the learning circles, SSOs expressed satisfaction for the new areas covered and will continue with the agenda for the coming months.

Activity 2.2.8: Professional development training for SSOs to strengthen their work improving learning in districts

Building upon the success of the Professional Development Week in term 1, another SSO Professional Development Week was held in term 2. The week of training aimed to provide professional development support on key areas of the SSO job, especially those identified to be weak through the analysis of SSO Lesson Observation Feedback Report. All SSOs from each of the 14 districts came together in four regions. Sessions were facilitated by the LWL central team, DIOs and DSOs. Key areas of professional development covered by the training included: understanding and using data to improve quality, SSOs role in improving learning in the districts, improving learning for girls and children with disabilities, strengthening teaching and learning practices, data collection for missing SSS LPMs and 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. In general, the workshop emphasised the role of SSOs in improving learning outcomes through lesson observations, feedback and mentorship. With data at the heart of the work of SSOs, workshop facilitators reiterated the importance of data and the need to understand and use data to improve quality. The workshop further highlighted SSOs' role in ensuring effective use of LPMs in schools. Breakout sessions to discuss reasons for reduction in use of LPMs in JSS since last year revealed reasons almost equally apportioned to the teacher, school, district and national levels. Central LWL team will liaise with respective institutions and persons to address these issues.

In covering sessions on lesson observation and feedback, a draft teacher professional development video was presented for SSOs to help strengthen their knowledge and improve skills in lesson observation. SSOs were required to present stars and wishes on the video to gauge their knowledge and feedback indicated some weak and unclear stars and wishes.

Activity 2.2.9: Training in use of LPMs, PHs, teacher videos for SSS teachers conducted

Senior secondary maths and English teachers and Principals attended the TPD for 2 days during the Easter holiday break. This is the third time SS teachers have been brought together in cluster training through LWL and the training built upon materials delivered in terms 1 and 2. The two-day training aimed to support teachers to use the lesson plans and PHs effectively and introduced them to the new teacher videos. Training took place in 32 clusters across 14 districts. There was some dissatisfaction with the travel allowance provided by LWL to attend the training. These issues will need to be reviewed during the planning for the TPD scheduled for the next academic year.

Training content was designed to provide both subject knowledge and pedagogical support on Term 3 LPMs. 4 key topics in English and 4 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 arising pedagogical practices. Teachers were provided with an SD card with the 3

teacher training videos already uploaded. Participants were introduced to the tool and advised on how they can use it for their own professional development.

The 2-day course was followed by a third day for Principals and 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 schools 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 PHs in school.

Inspectors and Supervisors attended the training as a part of the Quality Assurance (QA) team. The QA team consisted of at least four people from every district – DSOs, Central Team Member, Lead Technical Facilitator and a member of District Education Office (Supervisor, Inspector or District Director). The QA team were responsible for monitoring the training and making sure it is delivered to a high standard. This involved documenting lessons learned and reviewing the quality of facilitators.

The approach taken in delivering all TDP activities will be reviewed, together with TSC and MBSSE and adapted as needed to meet the needs of teachers in the next academic year. It is likely that the approach next year will include an element of teacher research to encourage problem solving and ownership of professional development at the school level.

Activity 2.2.10: School leadership engagement with principals and HoDs in JSS conducted

HoDs and Principals in JSS had the opportunity to receive training on academic leadership. Feedback from SSS was that very few schools had HoDs and where they exist the HoD role was unclear and unsupported. Therefore, the same training that had been given to SSS in December was amended and rolled out to JSS. Training looked at the role of HoDs in school and encouraged participants to consider how the HoDs can work with the SSOs to conduct observations and support professional development of teachers in between SSO visits. Focus was given to HoDs monitoring and supporting use of the LPMs and PHs in school. A total of 3081 teachers, HoDs, Principals and deputies were trained from 1,027 schools. Feedback from the training indicates that it was well received by participants but required huge resources to coordinate and administer. Cascaded training through SSOs will be examined for the next round of training.

Objective 3: Proactive remediation and support for students

Activity 2.2.11: Pupil Remediation Pilot implemented in three districts

The Pupil Remediation Pilot continued this quarter in 26 JSS across 3 districts: Kailahun, Port Loko and Kambia. A small series of activities were developed that focused on foundational skills that teachers can use flexibly with term 2 LPMs. An end of pilot assessment was developed to capture pupil gains in learning. These were introduced to teachers through two Saturday training sessions. In the middle of the term teacher peer observations took place with guidance from Pupil Remediation facilitators. Teachers responded well to the training however still face challenges checking learning and supporting learning as part of their teaching practice in the classroom. Street Child were contracted to conduct additional monitoring of the Pupil Remediation Pilot. Their report will be shared in Q9 and evidence will be used to input into scale up model for September 2019. The learning from this pilot will be critical in informing the approach for TPD next term as well as identifying barriers to learning in Sierra Leone classrooms.

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: Setting targets in line with updated ESP

Activity 2.3.1: Provide comments, guidance and input to work being done around the FQSE 5-Year implementation plan

Held extensive discussions with the UNESCO-BREDA representative on preparations for a diagnostic analysis of education in Sierra Leone. Advice given was based on extensive experience gained on diagnostic analysis work completed in Sierra Leone and Liberia. Also discussed with the Ministry of Technical & Higher Education (MTHE) the urgent need for a diagnostic study of the current state of higher education in Sierra Leone as well as a ‘proper’ diagnostic study of TVET with reputable international consultants providing support.

Led technical discussions and drafted the TOR for a small internal but high level ‘Targets, Benchmarks and Standards’ (TBS) document that would, amongst other things, review, set targets, benchmarks and standards to be used for school level education and monitoring. The document is currently with the Secretary of the TBS Committee.

Continued tracking progress of learning in English Language and Mathematics at the secondary level through an analysis of performance in the BECE and WASSCE. This is achieved by comparing pass rates with targets set at the commencement of LWL interventions in the teaching and learning of the two subjects.

Objective 2: Support the delivery of government reform priorities

Activity 2.3.2: Support in drafting key policy statements on education provided on:

- Launching the GPE funded programme
- The formal opening of the WAEC Annual Meeting in Freetown
- MBSSE first year achievements
- MBSSE progress covering the period April 2018 to March 2019

Activity 2.3.3: Analysis and dissemination of exams performance completed

This was achieved by supporting the MBSSE in carrying out an analysis of performance in WAEC-conducted school level examinations – NPSE, BECE and WASSCE. The analysis was done per candidate, school, district, sex as well as the subjects of English Language and Mathematics. A brief presentation was made to the President on 9 April as well as a detailed Excel worksheet sent to the Directorate for Science, Technology & Innovation (DSTI) at State House.

Activity 2.3.4: MBSSE supported in strategic coordination of partners

Ongoing support work to the MBSSE to make small adjustments to the GPE funded programme and the 11th EDF (EU Education Support Programme) so as to better align with current thinking/priorities.

Provided support in discussions with various external organisations interested in supporting education in Sierra Leone such as:

- Education Partners Group (EPG)/Ark of the UK;
- Consortium of Dubai, Saudi Arabia and Arab Bank;
- Oxford Policy Fellowship

Activity 2.3.5: Routine technical advice to MBSSE provided

Led MBSSE discussions on reviewing and decision making on the SSG.

Supported MBSSE on drafting TOR, preparations, establishment and functioning of a TBS committee.

Supported the MBSSE in discussions with WAEC on NPSE, BECE and WASSCE preparedness to minimise cheating and other examinations malpractices in 2019.

Supported the MBSSE in discussions with the DSTI Unit of State House. This included analysis work done at the request of State House.

Provided ongoing support to the MBSSE on working with the Ministry of Planning and Economic Development (MoPED) to track progress towards the achievement of various elements of Sustainable Development Goal (SDG) 4. This includes attending relevant MoPED meetings and producing MBSSE position drafts.

Provided ongoing support to the MBSSE in briefing the President on MBSSE work, achievements, challenges and concerns, opportunities and actions being taken to address deficiencies and how best to move forward.

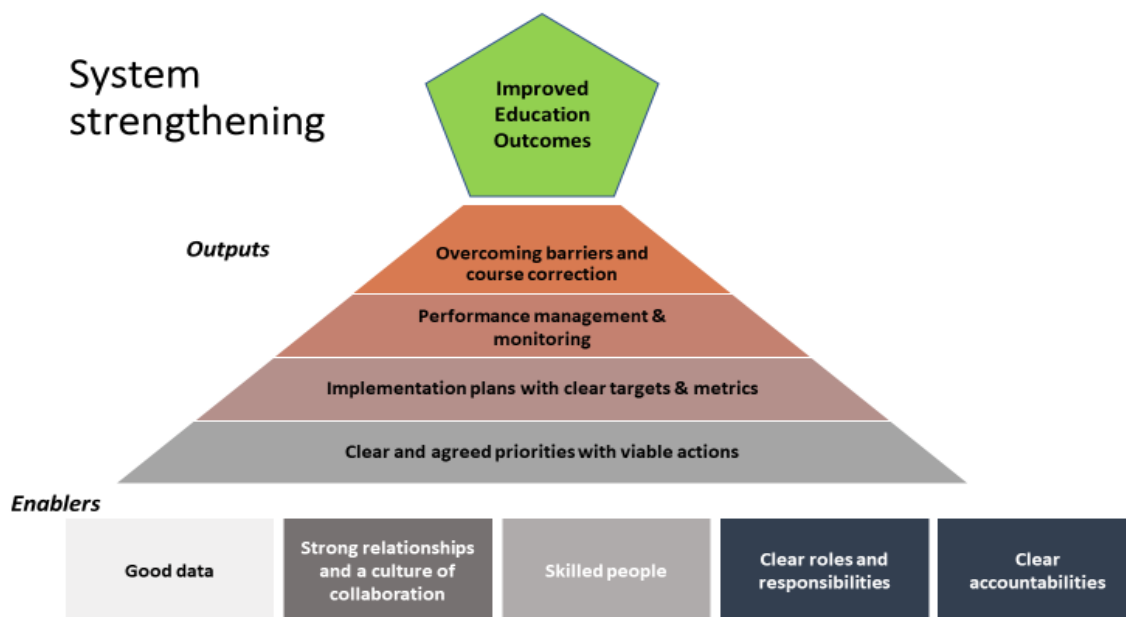
2.4 Programme output 4 – Strengthening district capacity to hold schools and teachers to account

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

Objective 1. Establish and develop evidence-based district priorities and improvement plans

Activity 2.4.1: Capacity in evidence-based planning in districts improved

Continuing from the previous quarter where DEOs and Council staff were supported to engage with SGLA and examination data, we considered what the data told them and what problems this suggested. These evidence-based problems then formed the basis of a prioritisation, problem solving and improvement planning workshop which was developed, tested, refined and rolled out in Q8. All 16 districts have undergone the practical 3-day session and have been given a few weeks to build on what they did in the workshop to develop basic implementation plans, milestones and KPIs for the small number (2-3) priorities identified. This focuses on the bottom two outputs in the diagram below and alongside other interventions in output 4 works to concurrently build the enablers too. The next phase will be to move to the third level output.



Activity 2.4.2: District performance management routines established

DEO monthly meetings are well established now, with all districts hosting these meetings in March. The intention was to get these meetings established in advance of the work of district planning and evidence-based performance management and now that initial plans are almost developed we will look to align performance management approaches with these monthly meetings now. This will require national level interest and accountability and so we are working with the Director of the Inspectorate on this.

Objective 2: Improved district performance data and data systems

Activity 4.4.3: Tangerine data collection rollout

SSO data collection continues to proceed with most SSOs successfully collecting data regularly. Support is being given to the small minority having problems. We are making small tweaks to the data collection on an ongoing basis but will seek to do a more major revision using all the available evidence on teacher and SSO performance in the coming months ready for the start of the next school year.

In Q8 we began a Tangerine pilot for supervisors with the digitisation of the supervisor forms, launch of the system and training for supervisors in Western Urban and Western Rural. The Supervisors could use the system well at the end of training, but data upload so far has been much slower than it has been for SSOs. This needs to be explored more but could be due to supervisor mobility challenges as well as any issues with the data collection and upload.

Activity 2.4.4: Improved data presentation and use

This quarter we revised the main real-time dashboard based on feedback and testing to make it faster in locations with slower internet speeds and ironed out some of the challenges. This has been done in partnership with MBSSE staff and this has helped increase their awareness of the data available on the dashboard.

We have also made improvements to the DSO dashboard which will contribute to more effective DSO and SSO performance management and lay the foundation for potential supervisor performance monitoring.

We have continued with the production of a monthly hard copy school monitoring report – but focused on geographical and time series analysis to ensure value is added over and above the real time data.

This quarter we have also continued to engage with MBSSE and DSTI efforts to move the national EMIS/Data approaches forward and seek to continue to support this going forward.

Objective 3: Improved capacity of decentralised actors to supervise and support schools

Activity 2.4.5: DSO Coordination continued

DSOs played an active role in the induction of DPSOs, DIOs and the training of SSOs. We also brought DSOs and Chief Inspectors in as trainers for the rollout of the DEO prioritisation, planning and implementation planning training. This decision was made based on the relevant background and skills of many DSOs and the desire to place them more centrally as a technical support function to DEOs. DSOs continued to play a role in supporting monthly DEO meetings, which were held by the majority of districts this quarter and are using data from Tangerine to help manage the performance of SSOs.

Activity 2.4.6: Support to FQSE implementation

To support the implementation of FQSE at a decentralised level we provided ongoing support to WEC setup augmented by support to FQSE district harmonisation workshops where the various decentralised actors are being supported to help coordinate actions across DEO, FQSE, TSC and Leh Wi Lan.

Activity 2.4.7: Support to Supervisors

Support to supervisors has begun with the Tangerine pilot but the decision on the full package of support is still to be confirmed pending agreement with MBSSE on their recruitment plans and provision to those recruited.

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

LWLs output 5 is dedicated to improving understanding through monitoring, research and evidence uptake. As such, its main purpose is to generate timely and quality evidence to inform (i) programme learning and implementation improvements at key stages of LWL and (ii) MBSSE policy and strategic planning, including strengthen research capacity within the Ministry.

Towards this, output 5 is pursuing several strategic workstreams including:

- Conducting the third Sierra Leone secondary grade learning assessment (SGLA III) survey in May-June 2019.
- Strengthening learning and research capacity within MBSSE.
- Improving policy and strategic planning through the use of annual survey results.

Objective 1: Preparation to conduct the third annual SGLA

Activity 2.5.1: Planning for and designing SGLA III

Following from the baseline and second rounds of the SGLA in 2017 and 2018, LWL is now supporting MBSSE to conduct the third SGLA (SGLA III) scheduled for May/June 2019. In 2019, SGLA will build on the process of continuous improvement as a means of making Sierra Leone's education system adaptive, resilient, self-sustaining and self-improving. It will provide MBSSE and other LWL stakeholders with robust district-level data on levels of learning in secondary grades in English and maths, to assess progress vis-à-vis SGLA I and II. Further, the SGLAs will support LWL in undertaking data and evidence driven adaptations to its design and implementation strategies.

Most design features of SGLA III will be similar to SGLA I and II, with minor modifications. SGLA III will have the following components:

- Pupil learning assessments for JSS2 and SSS2 grades, in English and maths, including questions on pupil background and PHs.
- Principal's background questionnaire, including topics like provision of supportive supervision for teachers.
- Teacher's background questionnaire, including topics like usage of MBSSE lesson plans for JSS and SSS.
- School observation questionnaire, mainly focusing on observable aspects of school administration such as presence of teachers and pupils in classrooms during school hours.

The plan for SGLA III was shared with stakeholders in MBSSE during the recommendations workshop in early February. Actual planning for SGLA III started later in February 2019 and in March, timelines and plans for SGLA III were shared with MBSSE and other stakeholders. There were series of meetings with MBSSE stakeholders in April. The objective of these meetings was to share updates on the design of SGLA III and see areas of involvement of the Ministry in the design and preparation work.

In early April 2019, there was extensive training for regional coordinators and supervisors which was followed by a three-day pilot of test questions. This was to ensure the assessment questions were valid and reliable as well as to provide trainees the necessary skills to go through the main training successfully and help in providing the requisite leadership in field work which comes off in May/June 2019.

Whilst identifying key risks, issues and mitigation it became apparent that we do not have adequate numbers of officers with sufficient background in data analysis who can utilise the data for the benefit of MBSSE. The few officers that are available are also overstretched and are sometimes not available for training because they have equally important duties to perform at the ministry. Subsequent trainings will be included in the general Output 3 capacity building for the MBSSE to encourage full participation. Hopefully, the few officers who have data background will gain sufficiently from the training in order to be able to support the other officers in data analysis.

Objective 2: Strengthening learning and research capacity within MBSSE

Activity 2.5.2: Informing programme implementation, policy and strategic planning through dissemination of full SGLA report and a recommendations workshop with decision makers at the MBSSE.

As with SGLA I and II, there are plans to hand over the SGLA III dataset to MBSSE and conduct a data capacity building workshop for staff at MBSSE. The aim of the workshop is to enhance capacity within MBSSE for analysing and utilizing the SGLA data for informing strategy, policy and planning.

The SGLA II report generated a large number of recommendations for how to improve teaching and learning in secondary schools.

The aim of this workshop was to help align SGLA results with MBSSE's priorities and support them in the action planning process. A half-day recommendations workshop was held on 6th February. The objectives of the workshop were to:

Present the SGLA II final report, and in particular the recommendations section;

- Discuss the role of SGLA in MBSSE policy planning;
- Plan for SGLA III and the sustainability of learning assessment in Sierra Leone, and in particular to agree the steps towards MBSSE's planned National Assessment Unit and the implications for SGLA III. Discussions were focused on 3 recommendations in particular:
- Focus on improvements to teacher skills, subject knowledge and attendance;
- Align the national curriculum more closely with pupil learning levels;
- Learn from success stories and positive deviance.

There were two action points from the recommendations workshop:

- LWL's SGLA team to draft a discussion for a National Assessment Unit;
- SGLA III report to include additional focus on the SGLA's role and track record in informing decision making across Sierra Leone's education system.

Actions taken on the Action points from the recommendations workshop

- The TOR for the discussion paper on the learning assessment unit has already been written and the draft discussion paper will be shared in May.
- The DSOs are already using the districts fact sheets generated from SGLA II in action planning which hopefully will influence decision making across the educational sector in Sierra Leone.

3. Management and Administration

The quarter was a busy one with a significant amount of administrative and management support provided to key activities: motorcycle training for SSOs, logistical support to teacher professional development (TPD) training, and the recruitment of Output 2 National Team Lead, four District Programme Support Officers (DPSOs), and a Senior HR and Contracts Officer.

The programme also advanced its establishment of the mobile money payment platform using Orange as preferred supplier. A direct contractual relationship has been set up with Orange, eliminating the need to use third-party agents to make money transfers. MMSL was able to pay all 2,695 teachers and facilitators that were involved in the TPD training through the mobile money platform.

MM contracted Transaid (a premier UK based motorcycle-user training organisation) to train a total of 114 programme personnel - SSOs, DSOs, DIOs, and DPSOs. The training was to ensure that all motorcycle riders have the appropriate skills to safely ride their motorcycles to work.

Safeguarding training was conducted for all SSOs, DIOs, and DPSOs to ensure that they comply with MM safeguarding policies. In addition, safeguarding training was introduced by OPM into the preparation of survey enumerators and other field personnel taking part in the 2019 Learning Assessment survey.

As part of the procurement plan for the period, the programme contracted a supplier to deliver two Toyota Landcruisers to ease travel difficulties caused by an ailing fleet of vehicles inherited from previous DFID projects.

4. Key programme risks in the quarter

Table 2 key risks and management for the quarter February to April 2019

Key Risk	Impact	Mitigation
<p>Effective use of Pupils' Handbooks by pupils; risk of:</p> <ul style="list-style-type: none"> • parents preventing regular use by children to 'keep the books safe' • inadequate or sloppy storage of books by schools • weak support from teachers on helping pupils to use books • books getting lost, damaged or sold • government's inability to replace books after their lifespan 	<p>↑</p> <ul style="list-style-type: none"> • Severe impact on the ability of government to provide free education of <u>good quality</u> and, consequently, low pupil achievement in English and Maths. • Poor value for money for DFID and government if investment in books is not justified by usage and improvements in learning. 	<ul style="list-style-type: none"> • Continuous sensitisation on book handling guidelines, including engagement of civil society to improve understanding of parents and communities • Termly training for teachers and Principals incorporating modules on use of Pupils' Handbooks • Clear communication by the Ministry, e.g. through the Minister's social mobilisation programme • Development and dissemination of a national book policy
<p>Implementation of Free Quality School Education policy; risk of:</p> <ul style="list-style-type: none"> • low implementation capacity • inadequate communication of FQSE package • Insufficient funding to deliver promised package • Weak or no coordination amongst agencies supporting FQSE 	<p>→</p> <ul style="list-style-type: none"> • Severe impact on the ability of government to keep its promise of free quality school education for all children • Time lags in implementation and elements of FQSE package not delivered on time • Duplication or wastage of scarce resources if agencies do not work together 	<ul style="list-style-type: none"> • Comprehensive communication plan to report progress and manage public expectations • Phased approach to implementation based on 5-year plan to manage affordability • Improvement of MBSSE operational capacity to manage implementation (FQSE secretariat) • Harmonisation framework for all agencies/actors

implementation at decentralised levels		supporting FQSE implementation
<p>Deployment of additional School Support Officers and District Inclusion Officers; risk of:</p> <ul style="list-style-type: none"> • poor quality of school support due to inexperience • work overload because of expanded ToRs/schedules 	<p>→</p> <ul style="list-style-type: none"> • Coverage of secondary schools will be inadequate and the quality of support to English and Maths teachers low • High turnover of SSOs/DIOs could result from disengagement due to non-performance 	<ul style="list-style-type: none"> • Rigorous monitoring of SSO and DIO performance • Ongoing professional refresher programmes • Validation of SSO clusters to maintain optimal ratio of SSO to schools/teachers • More effective use of technology for data collection and reporting
<p>Failure to detect and deter corruption/fraud; risk of:</p> <ul style="list-style-type: none"> • compromised procurement exercises (weak or lack of due diligence, tendering of false documentation, pre-determined awards) • missing funds along the payment chain 	<p>→</p> <ul style="list-style-type: none"> • Culture of corruption; laxity creates opportunity and leads to temptation. • Misuse of UK taxpayer's money and erosion of programme funds. • Reputational damage (MM/DFID/MBSSE). 	<ul style="list-style-type: none"> • Mott MacDonald's zero-tolerance pledge and policy/procedures (including whistle-blowing procedure) • Culture of commitment to LWL's goals and aversion to wrongdoing, championed by programme management • Close and visible scrutiny by programme management and non-project resources (including internal and external audits) • Any such incident, however minor, treated as gross misconduct • Application of formulaic procurement processes including due diligence checks

		<ul style="list-style-type: none"> Strengthening of payment processes including introduction of mobile money
<p>Motorcycle accidents (SSOs/DSOs/DIOs/DPSOs)</p>	<p>→</p> <ul style="list-style-type: none"> Injury or death. Damage to motorcycles, leading to additional costs. Loss of service to schools. Reputational damage (MM/DFID/MBSSE). 	<ul style="list-style-type: none"> Mott MacDonald's commitment to safety as No.1 priority, championed by corporate and programme management. Mandatory policies and procedures, at programme and corporate level. Training and competency assessment for all riders, provided by professional external trainers. Six LWL team members now trained as in-house trainers, enabling additional coaching to individuals where the need is identified. Safety culture regularly and visibly discussed and reinforced at all levels. Any departure from safe riding practice treated as a serious disciplinary offence.
<p>Safeguarding concerns; risk of:</p> <ul style="list-style-type: none"> Project staff, consultants and partners using position to exploit, 	<p>→</p> <ul style="list-style-type: none"> Reputational damage to MM due to unethical or unlawful behaviour by persons associated with the project Trauma for victims of abuse or exploitation 	<ul style="list-style-type: none"> Up-to-date Safeguarding policy, code of conduct, and clear processes to implement them All employees, consultants and

bully, abuse or harass others	<ul style="list-style-type: none"> • Subversion of the purpose of development assistance 	<p>suppliers sign up to MM Safeguarding policy or equivalent/higher provisions</p> <ul style="list-style-type: none"> • employees and consultants are trained on and actively made aware of the provisions of the Safeguarding policy (and Inclusive Conduct for staff,) and how to respond to a concern
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5. Key performance indicators for the quarter

Five key performance indicators were specified for the reporting period, February to April 2019. The following table shows the status of completion.

Table 3 key performance indicators – progress in the quarter February to April 2019

KPI	Milestone	Status
<p>Output 1 – Improved learning and safety for girls and students with disabilities</p>	<p><i>School-based training for all JSS teachers on the School Safety Guide conducted</i></p>	<p>In progress</p> <p>Training carried out for Principals, Vice Principals, BoGs and Mentors using draft SSG doc. Training of teachers to be based on final SSG document; has been updated, validated and renamed “Reducing Violence in Schools” at the request of the Ministry; now awaiting Minister’s signature before printing. Training now expected in next quarter over a period of 9 weeks.</p> <p><u>Evidence to be provided:</u></p>

		<ul style="list-style-type: none"> • Report of teacher training on SSG (now RVS) • Copy of final RVS doc
Output 2 - Improved learning conditions in schools – SSS and JSS teachers have and are using the resources to improve teaching	<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>	<p>Achieved</p> <p>JSS – 95%, SSS – 93% by end March 2019</p> <p><u>Evidence:</u></p> <p>SSO (Tangerine) monthly monitoring report, March 2019</p>
Output 3 - MBSSE and DEOs discuss and take decisions based on real time data to manage performance of individual schools at least monthly	<i>Monthly School monitoring dashboard report circulated to DEOs, CEO and DFID within 2 weeks of previous month-end for 3 consecutive months.</i>	<p>Achieved</p> <p>Monthly reports for Jan, Feb and March completed and disseminated; April report due in mid-May. Feb and March reports submitted late due to a combination of responsible staff being ill and on leave.</p> <p><u>Evidence:</u></p> <p>Email submissions of monthly reports to DFID for Jan, Feb and March 2019 (submissions to Ministry officials in hard copy)</p>
Output 4 – Strengthened capacity to support schools	<i>Functioning live data dashboard (online), fed by school-level Tangerine data, available to MBSSE at National and District levels</i>	<p>Achieved</p> <p><u>Evidence:</u></p> <p>Progress report, including links to online dashboards</p>
Output 5 - Impact of annual learning assessment maximised	<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>	<p>Achieved</p> <p>Feb recommendations workshop with MBSSE returned 2 actions – Kono research deep dive to understand improvements and establishment of Learning Assessment Unit.</p>

		<p>At district level, actions are district specific based on round of district workshops on evidence-based planning, delivered under output 4.</p> <p><u>Evidence:</u></p> <ol style="list-style-type: none">1) Report of SGLA2 Recommendations workshop with MBSSE2) Progress report of district workshops on evidence-based planning
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6. Plans for next quarter, May - July 2019

Key Performance Indicators for next quarter

The proposed KPIs and milestones for the next quarter (May 2019 – Jul 2019) are:

Output 1: Improved learning and safety for girls and students with disabilities

Milestone: Vulnerable girls are supported to have access to hygiene kits and other in-kind support (per kit – 5 menstrual pads, 1 bar of soap, 1 handkerchief, 1 user guide and 1 carrier bag).

Output 2: Improved learning conditions in schools

Milestone: Most pupils have the Pupil Handbook to enhance their learning in 60% of classrooms observed

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

Milestone: 5 fundamental key targets and standards, agreed by the TBS Committee, shared and District Education Offices (DEOs) producing work-plans accordingly

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

Milestone: 10 districts with functioning performance management routines to monitor progress against improvement plans

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

Milestone: Field work for the third secondary grade learning assessment completed and data cleaned for submission to MBSSE.

7. 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: Girls learning and disability inclusion

Q09 Activities	May	June	Jul
MBSSE sign-off of School Safety Guide	x		
Printing and distribution of School Safety Guide to all teachers		x	
Disability Inclusion and Case Management Training to District Inclusion Officers		x	
Orientation and distribution of Hygiene Kits to girls		x	x
Orientation and distribution of school mural supplies		x	x

Output 2: Improving learning conditions in secondary schools

Q09 Activities	May	June	Jul
Conduct coaching visits in all focal JSS and SSS schools	X	X	X
Finalise distribution of excess PHs	X		
Implement and evaluate 3 pilot teacher professional development videos to support teachers to use LPM and PH	X	X	X
Identify number of teachers without LPMs in SSS and begin procurement to print LPMs to fill the gaps	X	X	X
Print and distribute missing LPMS		X	X
Conduct school leadership engagement with non-private school principals and assistant principals/heads of department - JSS	X	X	
Strengthen SSO Performance Management and Evaluation	X	X	X
Conduct SSO Professional Development Week		X	
Develop approach for JSS and SSS TPD in next academic year with DFID, TSC, MBSSE	X	X	X
Evaluate pilot student remediation programme in JSS 1	X		
Design and agree scale up approach for Pupil Remediation in JSS 1	X	X	
Begin implementation of Pupil Remediation Scale Up			X
Share sample sets of SSS LPM (hard copy) and Pupil Handbooks (electronic and hard) with teacher training colleges	X	X	X
Conduct Rapid Review of use of LPMs in JSS	X	X	

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

Q09 Activities	May	June	Jul
Get Ward Education Committees started		X	X
Get monthly FQSE Progress bulletin up and running	X	X	X
Get monthly TBS Committee Key Benchmarks Bulletin up and running	X	X	X
Share analyses of performance of districts in WAEC conducted school level examinations with the districts	X	X	
Provide technical and operational support to the MBSSE on policy issues and FQSE implementation	X	X	X
Continued support to the MBSSE internal structural and functional review and decentralisation process	X	X	X

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

Q09 Activities	May	June	Jul
Monthly DEO meetings in all districts with reports from joint monitoring	x	x	
Ongoing use of Tangerine system by all SSOs	x	x	x
Ongoing production of Monthly Monitoring report	x	x	x
Integration of real-time dashboards more into performance monitoring approaches to enhance data use	x	x	x
Beginning work on Tangerine sustainability plan, including roll out to School principals, training for MBSSE and integration with data improvement approaches		x	x
Seek MBSSE decision on their recruitment and support to supervisor plans – align our support to this.	x	x	x
Review of Supervisor Tangerine Pilot and planning for full rollout to Supervisors	x	x	
Initial form development for School Principal Tangerine use			x
Development of district performance management routines to monitor performance against improvement plans (or revised plans)		x	x
Continued support to decentralised system coordination – WEC and FQSE coordination	x	x	x

Output 5: Improving capacity for monitoring, research and learning

Q09 Activities	May	June	Jul
Training of all field workers for the SGLA III survey	x		
Deployment of field workers to 705 schools all over the country to collect data for SGLA III	x	x	
Cleaning and analysis of SGLA III data			x

8. 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