

Leh Wi Lan

Improving Secondary Education
in Sierra Leone

9th Quarterly Report

Leh Wi Lan: *Improving secondary education*

May 2019 – July 2019



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1. Summary of overall progress

This quarterly report covers the period from May to July 2019. It has been an exceptionally busy quarter with important work initiated, completed and notable achievements made across all five outputs.

During this quarter Leh Wi Lan has established and strengthened a collaborative working relationship with Teaching Service Commission (TSC) in all matters relating to teacher development and pupil learning. This has had a considerable impact, particularly on outputs 1 and 2, and marks a positive shift in embedding key elements of the project in the Ministry with a view to sustainability. Teacher Professional Development (TPD) interventions are now being planned with a view to shifting towards a more sustainable school-based training model with content aligned to teacher professional standards. Working with TSC on these will be mandatory. Attendance will be tracked, and certification and accreditation will be embedded in teachers' career progression.

June and July saw the distribution of 182,000 female hygiene kits to all JSS schools in all 16 districts. The purpose of the kits is to ensure that girls from deprived communities are healthy, safe and no longer have to excuse themselves from school for lack of access to sanitary towels. To launch the kits the Deputy Minister of MBSSE unveiled them on 9th July 2019 in Port Loko. This provided an ideal platform to raise awareness and address any misinformation surrounding the kits which was further supported by district level orientation training to principals and mentors.

In June a teacher research programme was initiated with a scoping visit by an external consultant to establish the project strategy and approach. It is hoped that teachers will have the opportunity to develop the skills required to conduct localised mini research projects on subjects such as pupil learning and attitudes to learning. Research conducted will be collated and published, reflecting the voices of teachers nationwide. This in turn, will feed into planning future teacher development programmes.

A real-time data collection and reporting pilot initiative for supervisors (Tangerine) has been successfully conducted. Content was designed, digitised and then launched in two districts. Feedback was positive but logistical and technical constraints were raised and have been incorporated into the final version ahead of national rollout to all supervisors in September (new school year). Data collected will be linked to a new dashboard allowing a greater level of targeted monitoring and therefore a greater level of accountability.

In preparation for the third Secondary Grade Learning Assessment (SGLA III) a rigorous training for enumerators and supervisors contained a substantial input on safeguarding for the first time. Interviews were completed in June and the findings will be the basis of the SGLA III report due to be published in

A positive and constructive large project review was conducted in June by Mr Andy Brock (Divisional Director MM Cambridge Education) in the spirit of a critical friend. Observations shared at the end of the review are currently being addressed.

The following tables below provide an overall summary of progress against programme plans and identify key highlights, challenges and actions for the next quarter.

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

Summary of progress in quarter 9 and actions for quarter 10 for the 5 outputs

Programme Output 1		Girls Learning and Disability Inclusion		
KPI milestone for this quarter (09) <i>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).</i>			KPI milestone for next quarter (10) <i>Students with any form of difficulty (or disability) have been identified according to the checklist and have received a first validation visit from the DIO.</i>	
Planned activities for this quarter (09)	Activity delivered this quarter (09)		Highlights/challenges	Activities for next quarter (10)
Ensure the final sign-off of the 'School Safety Guide' (SSG) – renamed 'Reducing Violence in Schools Guide' (RVS)	<p>In April 2019, the Standards Committee of MBSSE approved the 'School Safety Guide' with a new title 'Reducing Violence in Schools Guide'. (RVS)</p> <p>The Minister of Education, Mr Alpha Osman Timbo signed the final draft and approved 'Reducing Violence in Schools Guide' on 10 May 2019.</p>		Although time-consuming, a formal process was followed to ensure the final sign-off of the RVS.	<p>Distribution of paint and stencils for murals during August holidays</p> <p>Training of DIOs to follow up on children with disability (CwD) identification and providing validation/referrals for assistive devices in August</p> <p>Finalising Girls' and Boys' Club recordings with studio and uploading episodes onto radios</p> <p>Training mentors to facilitate use of radios at school level</p>
Training all JSS principals and mentors on the RVS	JSS principals and mentors received an initial training on the SSG from 11- 22 February. Refresher training on the renamed RVS was provided from 17-21 June.		The training targeted 2, 222 participants.	
Distribute the RVS to all JSS teachers	16, 142 copies of the RVS were printed. A copy has been provided for each JSS teacher.		Principals received copies of the RVS for each teacher in their school. Principals have started	

			the Teacher Learning Circle sessions.	Distribution of radios and commencement of Girls' and Boys' Clubs Continue development of 'Gender and Disability Responsive Pedagogy' materials and train teachers
Training all mentors on use of the hygiene kits and distribution of kits to girls	All (female mentors) and a few 'Community Mamas' for JSS schools received training on the use of the hygiene kits from 17-21 June. 182,014 hygiene kits were distributed to JSS girls in June and July.		Several JSS schools do not have a female staff member. The team therefore identified 'Community Mamas' who attended the training and were able to provide orientation to JSS girls at school level. Hygiene kits were distributed to each school based on the number of JSS girls enrolled.	
Training mentors to facilitate school murals on messages from RVS	Mentors and principals were trained from 17-21 June.		Mentors and principals agreed to plan and activity with students for painting school murals during the August holiday period.	
Procurement and distribution of paint and stencils for murals	Paint items were successfully procured. Items will be distributed to schools during the August holiday period.		Schools typically do not have secure storage facilities. Distribution is being planned in such a way that schools will not need to store paint for long periods.	
Training of DIOs to follow up on CwD identification and provide validation/referrals for assistive devices	DIOs received initial training on the checklist and disability inclusion on 14 March.		A 5-day training is planned for August 2019 – it will be facilitated by Humanity & Inclusion.	
Finalising Girls' and Boys' Club recordings and uploading episodes onto radios	The number of episodes were reduced to 17 (two episodes were better combined). Episodes 1 to 10 out of 17 have been recorded and finalised.		Some delays were experienced, but episodes 11 to 17 will be completed shortly	

Training mentors to facilitate use of radios at school level	Activity not completed.		Activity to commence once radio recordings have been completed. (Expected by 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 by September 2019)	
Continue development of Gender and Disability Responsive Pedagogy materials and train teachers	The team continued to develop these materials.		Training to commence after RVS document has been fully implemented in schools.	

Programme Output 2 *Improving learning conditions in schools*

KPI milestone for this quarter (09) <i>Most pupils have the Pupil Handbook to enhance their learning in 60% of classrooms observed</i>			KPI milestones for next quarter (10) <i>1,500 SSS students benefiting from pupil remediation pilot</i>	
Planned activity for this quarter (09)	Activity delivered this quarter (09)		Highlights/challenges	Activities for next quarter (10)
Identify missing amount of LPMs in schools and plan to print more books.	Total number of missing SSS LPMs identified. Planning underway for procurement.		Tangerine has been utilised to collect data in a simple and effective way. Multiple activities for SSOs has meant they needed more time than initially scheduled to collect this data.	Print and distribute missing LPMS Introduce tablet-based reporting as part of school leadership programme for JSS and SSS principals (SIS phase 3)
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	Pupil remediation pilot for SSS being designed with 'Winning Teams,' who provide a successful remediation model from South Africa.		Winning Teams to lead implementation of SSS pilot in next school year.	
Share sample sets of SSS lesson plans (soft and hard) with teacher training colleges	SSS lesson plans shared with 6 teacher training institutions in soft		Teacher training institutions received LPMs positively. Need to conduct reconciliation to	

	copy on a memory stick. Hard copies to be distributed next quarter.		ensure they have both soft and hard copies of all materials.	
Implement and evaluate 3 pilot teacher professional development videos to support teachers to use LPM and PH	Teacher videos shared with SSS teachers. Sample study of 200 teachers shows they are being used		Using sample study data evidence and through discussion with TSC we need to establish whether more videos should be produced.	
Print LPMs and distribute missing LPMS	Data collected data collected by SSOs in May and June identified a shortfall of 15,289 LPMs. Planning is underway for printing 16,000 copies to fill the gaps, but procurement has not started.		Delays in data collection, due to multiple SSO activities, meant printing has been delayed.	
Conduct school leadership engagement with non-private school principals and assistant principals/heads of department - JSS	School-based training delivered to JSS principals and heads of department		School-based training model offers value for money and builds ownership amongst teachers. It is being considered for scale up in September.	
Strengthen SSO performance management and evaluation	New criteria developed to strengthen SSO performance management framework		New SSO performance management framework created. To be tested at the end of Term 3 and rolled out in September.	
Conduct SSO professional development week	SSO professional development week conducted		Continued to provide a useful forum to discuss all technical and operational aspects of the SSO role and share learning	

			between output leads, DSOs and SSOs.	
Develop approach for JSS and SSS TPD in next academic year with DFID, TSC and MBSSE	Scoping study completed for teacher research pilot. Workshop held with TSC to design JSS and SSS TPD. Material development commenced.		Blended model designed for JSS and SSS TPD to build school ownership and in-school training. Will need full implementation plans and materials next month.	
Design and agree scale up approach for pupil remediation in JSS 1 and begin implementation	Scale-up programme developed based on findings from pupil remediation pilot. Discussed with MBSSE.		Approach designed but will need to be developed and implemented next month.	

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

KPI milestone for this quarter (09) <i>5 fundamental key targets and standards, agreed by the TBS Committee, shared and District Education Offices (DEOs) producing work-plans accordingly</i>			KPI milestone for next quarter (10) <i>MBSSE training on developing and editing forms in Tangerine completed</i>	
Planned activity for this quarter (09)	Activity delivered this quarter (09)		Highlights/challenges	Activities for next quarter (10)
Get ward education committees (WECs) functional and monthly bulletin and dashboard for FQSE up and running	<p>Identification of members of WECs has been done but support yet to be finalised and meetings yet to commence.</p> <p>First edition of monthly bulletin now produced and undergoing review prior to printing. Agreed to produce quarterly rather than monthly.</p>		<p>With WEC membership appearing to have finalised, the next challenge is to organise some orientation for them in their expected roles.</p> <p>Leh Wi Lan will support production of the bulletin initially but the FQSE secretariat will be expected to take it on in due course.</p>	<p>Support the operationalisation of WECs</p> <p>Support the production of monthly FQSE bulletins</p> <p>Continue sharing of monthly TBS committee key benchmarks</p> <p>Conduct an analysis of performance in 2019 NPSE and WASSCE</p>
Provide support in determining key benchmarks and disseminate to all	Partly done. Some key benchmarks determined by TBS committee but currently disseminated internally for review. Not yet available beyond the Ministry.		Well informed discussions undertaken to arrive at agreement on key benchmarks	Provide technical and operational support to the MBSSE on policy issues and FQSE implementation

Commence roll 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	Continue support to the MBSSE internal structural and functional review and decentralisation process
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. Minister has already visited and shared comparative district level performance as well as school performance in the NPSE with Kailahun district. Deputy minister has done the same in the Port Loko district.		Information already shared with DSTI at State House and confidentially with others. Awaiting availability of minister for district seminars and dissemination	
Get monthly dissemination of TBS committee key benchmarks up and running	TBS committee final check last Thursday of month. IMT presentation first Monday of next quarter followed by general dissemination		Procedure for sharing/dissemination agreed by TBS committee. Key benchmarks agreed and ready	
Provide technical and operational support to the MBSSE on policy issues and FQSE implementation	Ongoing		Support and advice given to reach agreement on a range of issues, e.g. 2019/20 school calendar, start and end dates as well as lifetimes of boards of governors, evidence needed for a school to be regarded as approved, target class and school sizes, basic and standard infrastructure for schools, minimum qualification	

			<p>targets for teachers at different levels of schooling, PTR and PQTR for primary schools, target PQTR for the secondary level, target repetition rates, pupil to textbook ratio, target enrolment ratios. Others include date for submission of the number of teachers to be recruited during a financial year to the Ministry of Finance (MoF), scenarios for the Presidential National Best Teacher Award (PNBTA), and organisational and reporting structure of education offices at district level.</p>
Continue support to the MBSSE internal structural and functional review and decentralisation process	Ongoing		<p>Supporting to ongoing establishment of WECs plus proposed organisational and reporting structure at district level along with initial discussions on additional responsibilities to be devolved to districts</p>

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

KPI milestone for this quarter (09) <i>10 districts with functioning performance management routines to monitor progress against improvement plans</i>			KPI milestones for next quarter (10) <i>National rollout of Tangerine to supervisors initiated with training/capacity building in using Tangerine</i>	
Planned activity for this quarter (09)	Activity delivered this quarter (09)		Highlights/challenges	Activities for next quarter (10)
Seek MBSSE decision on their recruitment and support to supervisor plans – align our support to this.	Public Service Commission yet to action approved recruitment of 160 new supervisors amongst other positions approved for MBSSE.		No concrete recruitment action from MBSSE yet and this is making planning for capacity building to supervisors harder for LWL.	Monthly DEO meetings in all districts with reports from joint monitoring Ongoing use of Tangerine system by all SSOs
Monthly DEO meetings in all districts with reports from joint monitoring	Monthly DEO meetings held in 12 districts in May. For the month of June 14 districts held Monthly DEO meetings. 11 meetings were held in July		14 districts conducted monthly meetings for the month of June. 7 DEOs in collaboration with TSC conducted joint monitoring as a follow up to issues identified in monthly meetings and resolved issues around school leadership fighting, teacher absenteeism in some affected schools, stolen LPMs retrieved etc.	Ongoing production of monthly monitoring report. Continued support to decentralised system coordination – WEC and FQSE coordination. Rollout of supervisors Tangerine Development of principals Tangerine forms for pilot
Ongoing use of Tangerine system by all SSOs	All SSOs are using the Tangerine system to collect classroom observation data		DSOs and SSOs are provided with tips to troubleshoot technical issues on Tangerine system functions, with remote support from RTI Tangerine	Continuation of work on Tangerine sustainability planning and integration

			consultant. 4 SSOs from two districts (Western Rural and Moyamba) had issues with data syncing. Challenges from 5 SSOs in Kono and Kenema unable to make Tangerine system updates to access new forms.	Supporting districts to implement and monitor plans using evidence DSO evaluation and coordination meeting
Ongoing production of monthly monitoring report. Review to ensure no duplication with real-time dashboards – focus on value-adding analysis.	Monthly monitoring reports continued to be produced and disseminated while encouraging use of real-time dashboards		With a new output lead being appointed and taking control of production from STTA the timing of release has slipped a bit compared with recent quarters. But this will be back on track once the new output lead is more comfortable with the process.	Clarify annual budget cycle and plan for evolution of district plans in alignment with these dates Supervisor capacity development planning (subject to resolution of recruitment issue)
Integration of real-time dashboards more into performance monitoring approaches to enhance data use	District dashboards having been tested by all DSOs and are fully operational now. DSOs have continued to use the real time-dashboard to performance manage SSOs, monitor and track them. Dashboards have increasingly been used by DSOs to integrate data to inform DEO planning processes and enhance performance		DSOs now able to monitor SSO activity in real-time, helping them to direct resources towards underperforming SSOs and ensuring all SSOs support all schools as regularly as possible. Some issues with use by certain DSOs, who are being supported.	Seek MBSSE decision on their recruitment and support to supervisor plans – align our support to this.
Beginning work on Tangerine sustainability plan, including roll out to school principals, training for MBSSE and integration with data improvement approaches	Initial consultations with relevant MBSSE officials have begun regarding school principal's forms,		Availability of MBSSE officials for training is a challenge. Many of the them have been involved with	

	discussions are ongoing about finding time for MBSSE training and conversations are ongoing about how to enable data integration from Tangerine into other EMIS systems and tools.		annual school census, on annual leave or writing exams.	
Review of supervisor Tangerine pilot and planning for full rollout to supervisors	Supervisors Tangerine pilot ended this school term. A review was held with participating supervisors, DDs and director of inspectorate. Updates were made based on findings. A supervisor roll-out concept paper has been developed, a draft supervisor dashboard agreed and planning for roll out is in progress.		As expected, the regularity with which supervisors were able to visit schools was noted in the pilot. Based on discussions with MS. Sesay, DDs and supervisors we have developed an 'unable to visit schools form' that requires completion of activities every day, even if no school visit was possible.	
Initial form development for school principal Tangerine use	Consultations with key MBSSE officials (director of planning and policy, director of inspectorate, assistant director of JSS /SSS and Dr Dupigny) had begun. Engagement with MBSSE continues with director of planning and policy in the final week of July.		MBSSE (director of planning and policy) wants to lead on the development of the school principal form and hold national and district level consultations with various education stakeholders, CSSP, SLTU, TSC etc.	
Development of district performance management routines to monitor	The development of 16 district improvement action plans		The engagement of DDs in the development of plans has been highly variable – with some heavily	

performance against improvement plans (or revised plans)	<p>completed. All districts submitted action plans and were reviewed.</p> <p>Training on district action plans implementation and monitoring conducted by the end of July. The introduction of performance management routines is expected from early August.</p>		<p>involved and others proving more of a challenge.</p> <p>Timing of the performance monitoring training and implementation of the routines is a little later than expected due to various factors including:</p> <p>More time and repeated revisions required to improve district plans with their involvement</p> <p>DDs and DEO staff unavailable to attend training resulting in delay</p>	
Continued support to decentralised system coordination – WEC and FQSE coordination.	<p>Supporting the ministry to be more systematic in the planning of their periodic social mobilisation exercises in districts. This has resulted in a new format where the exercise is held once per month in a predictable 3-day window. 1 day will focus on what they currently do – interacting with paramount chiefs and traditional local powers, 1 day to interact with and monitor newly constituted WECs and other relevant local institutions such as SLTU, and a 3rd day to visit/monitor ongoing projects.</p>		<p>The change to the social mobilisation in connection to reforms to WEC/FQSE is a welcome development that will ensure that Ministry officials engage regularly with the districts and have sight of ongoing work at all times.</p>	

Programme Output 5 *Monitoring, research and learning*

KPI milestone for this quarter (09)			KPI milestone for next quarter (10)	
<i>Field work for the third secondary grade learning assessment completed and data cleaned for submission to MBSSE</i>			<i>SGLA3 preliminary findings presented through infographics shared with MBSSE and districts</i>	
Planned activity for this quarter (09)	Activity delivered this quarter (09)		Highlights/challenges	Activities for next quarter (10)
Work with MBSSE and stakeholders to incorporate survey results into policies, strategic plans and implementation workplans	Secondary grade learning assessment (SGLA) results (along with Tangerine data) disseminated to DSOs, DDEs, district TSC staff, and district FQSE coordinators in digestible format through workshops organised under O4.		DSOs are already using the district fact sheets generated from SGLA II in action planning	Submission of SGLA III clean datasets to MBSSE Submission of preliminary results briefing notes to MBSSE Agreement on perception study scope and methodology
Contribute to the establishment of a functional learning assessment unit to oversee annual learning survey (subject to MBSSE request)	Based on agreed TOR, discussion paper submitted in May 2019 which included proposed key milestones / next steps for the next three months to lay foundation for an assessment unit.		Comments received from MBSSE stakeholders through 1-on-1 meetings with key stakeholders in MBSSE, TSC, UNICEF, LWL. Workshop conducted to agree next steps and briefing paper with recommended next steps submitted to senior leadership / TSB committee. Follow-up on implementing recommended next steps will be pursued next quarter (10)	Agreement on topics for deep dives

Train all field workers for the SGLA III survey	All regional survey coordinators, field supervisors and data collectors were trained on interviewing, test administration techniques in April and May 2019		Enhanced training on safeguarding was delivered this year which was well received by trainees.	
Deploy field workers to 705 schools all over the country to collect data for SGLA III	Data collection in 705 schools took place between 15 th May to 23 rd June		In some schools, SGLA team faced low pupil and teacher attendance due to end-of-year exams / invigilation duties. However, this did not pose any major risks to survey work.	
Clean and analyse all SGLA III data	All SGLA III data has been cleaned and analysis is currently underway. Analysis will be completed in mid-August.		None as such	

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.

Objective 1: Training all teachers on the RVS

The Leh Wi Lan (LWL) programme has the mandate to support the MBSSE in empowering all students to be able to benefit from a free quality secondary education. Output 1 of the programme provides a focus on addressing some of the barriers faced by girls, children with disability (CwD), and other vulnerable students. A key area of concern is the safety of students in school which should be free of all forms of violence, abuse and provide a welcoming, safe environment ensuring every student, even the most vulnerable, can enjoy learning.

A guide for reducing violence in schools has been finalised, teachers have been trained on all aspects of the guidelines and have access to their own copy at every school. This document is the vehicle that enables the MBSSE to inform teachers of their responsibility to promote a safe and healthy environment for all children.

Activity 2.1.1: RVS finalised for printing and delivery to all teachers

The RVS underwent several stages of approval with MBSSE and key stakeholders. After a validation meeting with multiple stakeholders in March, the document was submitted to the MBSSE standards committee for review. They approved and submitted it to the MoE, Mr Alpha Osman Timbo who signed his final approval of the RVS on 10 May 2019. The final document was printed for distribution and despatched from Freetown to each district headquarter office where principals received copies to distribute to all JSS teachers in their schools.

Activity 2.1.2: All principals and mentors provided with refresher training on the RVS

In February (Q8) DIOs provided training on the then titled SSG to principals, deputy principals, representatives of the board of governors, and mentors from every government and government assisted JSS school. Although principals had already received training LWL wanted to ensure that they were aware of any changes and additions made to the guidelines during the validation process. As a result, a one-week refresher training was held in June and principals and female mentors were invited to attend. LWL combined this refresher training with inputs on hygiene kits and school preparation for school murals, thus demonstrating value for money by minimising the number of days they would be absent from school.

As part of our integrated approach to working with MBSSE and other education stakeholders in Sierra Leone, LWL has worked closely with the TSC. TSC approvals were sought throughout the process and training dates were co-ordinated by both teams. TSC supported the training on RVS in all 14 districts and in fact provided an introduction to the RVS sessions, reminding principals and mentors of their responsibilities to reduce violence in schools.

On returning to their schools, principals led a teacher learning circle (TLC) RVS session in their respective schools. The principals guided teachers through the RVS and by using this model training was cascaded to all 16,142 JSS teachers. DIOs monitor the TLCs, each DIO attending at least 5 TLCs each month, to assure that sessions are delivered to a good quality by the principals. They also track

that TLCs happen as scheduled by obtaining copies of attendance sheets, receiving feedback and discussion points from principals and updating which module each school is on.

Objective 2: Wide dissemination of RVS messages

Whilst teachers will receive a printed copy of the final RVS, output 1 will also reach students to raise awareness of safety at school. It is important that information relating to school safety is accessible to the entire school community. Teachers and students need to work together to ensure their school is a safer space for all and through the TLC principals will encourage teachers to discuss school safety with their students.

Activity 2.1.3: Training mentors to facilitate school murals on messages from the RVS guide

School murals will provide colourful and engaging features highlighting school safety in school. Students are encouraged to participate in the design and messaging and could be involved in executing their work. This activity should provide students with the opportunity to display their understanding of the importance of school safety, whilst also encouraging their long-term commitment to the messages.

Principals and mentors received training on how to make a school mural during the June training. During these sessions principals and mentors agreed to include key and important messages in their murals reminding students and teachers of the zero tolerance for violence and teacher code of conduct.

Activity 2.1.4: Distribution of paint and stencils for murals

Principals and mentors have suggested painting the school mural as a holiday activity with students in August. Paint supplies have been procured in Freetown and will be distributed to schools according to individual school schedules. Because many schools do not have adequate or secure storage facilities for the paint, LWL decided to limit risks by conducting the distribution of materials until they will be used during the August holidays.

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

When girls are not able to afford hygiene items, they may resort to either using unsafe products or staying at home during their menstrual periods but if a girl has a reliable product to use during her period, it can give her the confidence to attend school thus reducing absenteeism. Girls face multiple obstacles to staying in school, however with just this one well-targeted intervention, we can address a considerable hurdle to learning. The hygiene kits provided to girls offer an example of what is safe to use for girls during their period. Though this is a one-off distribution of the kits to girls, in associated training they will learn which materials are safe for use, how to take care of sanitary materials (even if they make these themselves in future instead of having it provided by a donor), how to take care of their health in general and encouraged to talk to others about menstrual hygiene.

Activity 2.1.5: Training principals and mentors on girl hygiene kits

From June 17th till June 21st, JSS principals, and mentors were invited to attend training about menstrual hygiene kits. In June 2019 LWL operated in 1,111 (government assisted and government approved) schools across Sierra Leone. The training targeted two participants from each school – 2, 222 invitees. LWL wanted to ensure girls were able to speak to a female leader in their school. Unfortunately, several schools have an all-male staff body. To be sensitive in our response, we invited a ‘community mama’ from any school communities where there was no female teacher at the school.

During the training, female mentors and ‘community mamas’ took the lead in understanding the menstrual hygiene products and demonstrating their use to girls. Principals also observed the training on menstrual hygiene kits and agreed to provide support to female mentors and ‘community mamas’ once they start orientation for girls at the school level.

Activity 2.1.6: Distribution of hygiene kits to girls

After principals, mentors and ‘community mamas’ received their training on 17-21 June, the team started distribution of hygiene kits. The distribution of the hygiene kits was done in a two-phased approach. Hygiene kits were distributed from Freetown to district headquarters. We reduced risks by ensuring all hygiene kits are stored safely at the district headquarters before distributing items directly to schools. We were able to rely on LWL’s extensive network of DSOs, SSOs and other partners to distribute 170 000+ hygiene kits to 1,111 (government assisted, government approved) schools across Sierra Leone during the weeks of 25 June till 19 July. An example of our partnership was evident in Kenema, where Handicap International (Humanity and Inclusion) offered free and safe storage of hygiene kits at their district office.

Once hygiene kits were delivered to schools, female mentors and ‘community mamas’ took the lead in distributing the hygiene kits to girls. Girls were invited to an all-girl assembly where the female mentor and ‘community mama’ presented an orientation about menstrual hygiene, the importance of good hygiene for girls, an introduction to the hygiene products and a demonstration of how to use the products. Girls were given open spaces to ask questions in an all-female group. Principals supported the female mentor and ‘community mama’ to distribute one hygiene kit to each JSS girl. Some schools opted to keep items in storage for younger JSS girls who did not need the items yet.

Objective 4: Expansion of Girls’ and Boys’ clubs

Activity 2.1.7: Finalising Girls’ and Boys’ club recordings with studio and uploading episodes onto radios

The team has currently made progress with SoftBalls recording studio in Freetown where 10 Girls’ and Boy’s Club audio sessions have now been recorded. Episodes 17 and 18 were combined as they were presented better in one session rather than separate. Episodes 11 to 17 remain to be finalised in cooperation with the recording studio. Episodes will be uploaded onto the Life Player Radio as soon as the radios arrive in Freetown (estimated September 2019).

Activity 2.1.8: Training mentors to facilitate use of radios at school level

Training about the Life Player Radio can commence as soon as the radios arrive in Freetown (estimated September 2019).

Activity 2.1.9: Distribution of radios and commencement of Girls’ and Boys’ clubs

Distribution of the Life Player Radio is expected towards end September/ October 2019.

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

Activity 2.1.10: Identifying JSS students with any form of difficulty (or disability) based on the disability checklist

Teachers received a copy of the disability checklist in December 2018. Teachers were asked to observe their classrooms and see if they might identify a JSS student that seems to be having any

difficulty with tasks on the checklist. This is not a medical assessment and simply provides a basic indication that a student might have a difficulty (or disability) which can be supported with an assistive device or through assisted learning.

Our DIO team collected the names of any students identified and submitted data for each school, in 10 districts by end of June 2019. We expect to receive the data from four remaining districts by end of July 2019. This data will inform our approach for providing assistive devices to students.

Activity 2.1.11: 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.

DIOs will now receive further and specialised training to improve their capacity on disability inclusive and disability sensitive work in August 2019. The training will be facilitated by Handicap International (Humanity and Inclusion).

Activity 2.1.12: Develop Gender and Disability Responsive Pedagogy Materials and train teachers

The team continues to develop Gender and Disability Responsive Pedagogy training materials. Training on these materials will be provided to teachers only after the RVS guide has been fully implemented. This activity is expected to be delayed until term 1 of the new school year, ie. September to December 2019.

2.2 Programme output 2 - Improving learning conditions in secondary schools

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

Objective 1: Increase provision and use of structured lesson plans and pupil handbooks to improve teacher effectiveness

2.2.1 Coaching visits conducted by SSOs in all JSS and SSS in government and government-assisted secondary schools

The start of this quarter saw a rebound in the number of lesson observations with prioritization on SSOs conducting lesson observations over other SSO engagements. May saw 4,534 observations, June saw 4,474 observations whilst in July there were only 282 reported observations because most schools and teachers were busy administering examinations. The number of observations for May and June saw an increase from term 2 which were short of term 1 totals.

2.2.2 Three pilot teacher professional development videos developed to support teachers to use LPMs and PHs effectively

Last quarter we produced three videos for SSS teachers:

1. Teaching English
2. Teaching Maths

3. Lesson observations

During this quarter we developed a survey on Tangerine to capture use of the teacher videos. The purpose of the survey was to capture data on the number of SSS teachers who received SD cards with videos and how many of them had watched the video and will watch again to use as a guide for their lessons. 200 teachers were surveyed in June and July of which 102 were English and 92 Maths. 107 teachers have shared the videos with others whilst 184 indicate that they will watch the video again.

2.2.3 Approach developed to identify missing LPMs in school and print missing books

A survey was completed by all SSOs collecting data on missing SSS LPMs in schools to provide the number of LPMs to reprint to ensure all teachers have access to an LPM. SSO data indicate 15,289 SSS LPMs (across all year groups and terms are needed). We expect to move on to the next phase of confirming number of copies required and begin procurement to cover the gaps of insufficient LPMs to schools that did not have enough for every taught class without an LPM and for newly approved schools and recruited teachers.

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

2.2.4 Monthly SSO learning circles strengthened to include focus on gender and inclusion and lesson observation

During this quarter we continued the newly introduced model of SSO learning circles. This model enhances SSOs' ability to engage in dialogue and create a safe and respectful context for sharing ideas, views, and experiences with regarding their daily activities during classroom observations of teachers.

For the months of May, June and July, the key topics discussed included when you fail to prepare-prepare to fail; teenage pregnancy prevention and unconscious bias. These topics were selected to ensure teachers are well prepared to deliver positive lessons and better able to enhance girls learning by raising awareness of teenage pregnancy, its prevention and associated unconscious gender biases which influences behavior and the unfair treatment of girls.

Additionally, Leh Wi Lan is working on a teacher action research (TAR) project in which teachers are engaged in analysis and assessment of their own practice to improve learning outcomes in schools. During the sessions, teachers were trained on how to identify STAR teachers who would be willing to carry out the research exercises. During the sessions, it was noted that lesson plan manuals and pupil's handbooks were inadequate in both government and government assisted schools. However, the output lead is collating all available manuals from each school to ascertain the quantity required to fill the gaps.

2.2.5 School Support Officers receive professional development training to strengthen their work improving learning in districts

The termly SSO professional development (SSO PD) training was conducted from Tuesday June 11th to Friday June 14th in four regions. The purpose of SSO PD week was to provide SSOs with the skills and knowledge needed for continuous professional development (CPD) to improve learning outcomes in schools and monitor effective teaching and student learning. The third term session focused on JSS HoD school leadership training, evaluation of the use of teacher materials, evaluation

and scale up of pupil remediation, Tangerine updates, deep dives on GLADI focussing on hygiene kit distribution, RVS guides, murals and updates on operational compliance and performance management related issues. Facilitation of SSO PD was inclusive of SSOs, DSOs, DIOs and central staff members. Given the first-hand experience of SSO in schools a learner centred approach was used with SSOs being involved as facilitators during the week. About 98% of SSOs attended the training, were engaged and demonstrated a high level of knowledge and comprehension of the content presented.

2.2.6 Conduct school leadership engagement with principals and heads of department in JSS

This quarter we trialled a different model of training for JSS HoDs and Principals. During SSO professional development week the SSOs received facilitator training on HoD/principal leadership. The leadership module contained the same content that was delivered to SSS last quarter and in which SSOs had already participated and so were familiar with the content. Thus, during PD week, they were able to cascade this training to their HoDs and principals in their own schools. The reasons for trialing this new approach were two-fold:

- 1) The number of participants are too large to provide any face to face training that offers value for money.
- 2) SSOs have the capacity to manage similar training events which will further strengthen the relationship and respect between SSOs and the schools they work in.

2.1.7 Strengthen SSO Performance Management and Evaluation

Over the last two years the SSOs' performance has been measured using data collected in Tangerine and termly evaluations from their DSOs. The performance management and evaluation structure looks at 6 key criteria and scores in all these areas: 1) fulfilment of basic responsibilities 2) effective engagement 3) strong relationships with teachers and principals 4) strong working relationship with district government officials 5) effective collaboration with other Lehi Wi Lan staff and 6) teaching and learning knowledge. As Lehi Wi Lan has evolved, so has the role of the SSO. In line with this we strengthened the performance management framework to ensure greater weighting on the core functions of teacher/lesson observations. We also changed the grading criteria from 3 levels to 5. This is to allow for greater variations in the scoring. A more nuanced evaluation will enable DSOs and output leads to design interventions that support SSOs in need of assistance and to better utilise their strengths. This tool has been piloted in the Port Loko district at the end of term 3. It will now be reviewed, revised as required and rolled out with training for the start of the next school year.

2.2.8 Develop approach for JSS and SSS TPD in next academic year with DFID, TSC, MBSSE

Over the last academic year all SSS English and Maths teachers benefitted from face to face TPD training. As the year draws to a close, we have reviewed what worked well and what can be improved. Some of the lessons learned include:

1. Facilitators developed skills over the year and by term 3 were seen providing high quality training. We now have a facilitator database with RAG ratings. This has been shared with TSC.
2. Teachers reported that the training was useful, however most teachers said the most useful intervention is SSO coaching.

3. Teachers reported that they require more support with subject content. This is also observed by facilitators and consultants. However, it is a large area that cannot be solved by training alone.
4. Many JSS teachers showed dissatisfaction at not receiving face to face training whilst SSS teachers received it.
5. In term 3 attendance reduced in Freetown reportedly due to teachers requesting greater travel allowances.

Whilst the one-year face-to-face training was useful and supported teachers to use the LPM and PH, it does not provide a sustainable model for TSC to continue providing related training events. This quarter a consultant came to Sierra Leone to work with Leh Wi Lan and TSC on designing a teacher research programme. This will support some of the more able teachers to conduct action research and address and solve some of the micro-problems they face in their classrooms. The programme will support teachers to take ownership and drive change at the school level. A costed implementation plan is now being produced with expected roll out in August.

Objective 3: Proactive remediation and support for students

2.2.11 Pupil remediation pilot evaluated and scale-up designed

This quarter we conducted an evaluation of the pupil remediation project. 'Street Child' were contracted to conduct monitoring visits and produce an evaluation report and an accompanying presentation to stakeholders. We compiled the 'Street Child' report together with our findings from term 1 and produced a presentation for MBSSE and TSC. Key findings are shown below.

- Pupil remediation will not bridge the gap between pupil and curriculum levels but can go some way to help reduce it.
- Pupil remediation support has been well received in schools and recognised by teachers as necessary because pupils simply lack the skills to access JSS 1 curriculum. This is supported by the SGLA 2018 findings that show most children are achieving below their grade level.
- Assessment and grouping/streaming are perceived to be useful and easy to implement. They help teachers identify different abilities and begin to teach to the right level. However, there are concerns that the lower ability groups are disadvantaged.
- Building foundational skills activities in the adapted lesson plans have had limited impact because they have not been mastered or fully taken on board by teachers. They are either not taught at all, inadequately engage lower ability pupils, too short to develop, build on new skills or are incorrectly pitched too low thus not allowing for any meaningful progression. However, these adapted materials remain necessary to target current levels.
- Insufficient teaching time is a huge barrier to pupil learning.
- Teachers need to develop higher level pedagogical skills in three areas:
 - a) checking learning
 - b) supporting learners who struggle
 - c) facilitating pupil led-learning

- Remediation pupils would benefit from additional learning outside of lessons.

A scale up programme is now being designed to take successful elements of the JSS pupil remediation pilot and help all schools implement these next year. In parallel, we will be working with 'Winning Teams' to develop a pupil remediation pilot for SSS. This approach promotes pupil led learning, using PHs and games in after school sessions led by facilitators. This is expected to roll out in September.

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: Support MBSSE to operate a unified targets, benchmarks and standards system led by a coordinating targets, benchmarks and standards (TBS) committee

The MBSSE's TBS committee has become fully functional. The eight-person committee meets every Thursday. It is currently working to issue harmonised standards and targets to streamline delivery within the education sector and make processes more efficient. In addition, it is reviewing several operational policies, e.g. related to school approvals, composition and functioning of Board of Governors, District Education Boards, etc.

Activity 2.3.2: Provide comments, guidance and input to work being done around the FQSE 5-Year implementation plan and innovations in education programme

The work of the TBS committee dovetailed with the ongoing development of a 5-year FQSE costed implementation workplan and financing simulation model with respect to sector monitoring targets to be established. Discussions and consultations on these were held during the quarter. The final set of targets is expected to be articulated through the Monitoring & Evaluation framework to be finalised for the FQSE workplan.

Several meetings were held with staff from the Human Capital Development Unit of the Directorate of Science and Technology Innovations (DSTI) from State House discussing possible focus areas for an innovation project. This was followed by contributions to the development of an associated concept note and request for proposal (RFP) on innovation project ideas targeted at raising learning outcomes. Technical support is being provided to the HCD Unit on proposal evaluation details and a score sheet template.

Objective 2: Support the delivery of government reform priorities

Activity 2.3.3: Support in drafting of key policy statements on education provided

The review and revision of MBSSE's school approval policy was supported and contributions made to discussions on key issues to be covered in a revised policy. A revised policy draft will be drafted in due course.

Terms of Reference were discussed and drafted for District Education Committees. These are meant to align with the recently composed Ward Education Committees with the long term aim of strengthening decentralised delivery of school education services.

The tenure of members of BoGs was addressed, particularly changes to the start and end date of tenures which, hitherto, had been identical for all members.

Activity 2.3.4: Further analytical work on performance in WAEC conducted examinations

Further work was completed at the request of DSTI, the Minister and Deputy Minister on the analysis of examination performance in all 2018 WASSCE subjects by gender, as well as district level performance with a focus on NPSE performance in Kailahun and Port Loko. Information on performance was shared by the Minister and Deputy Minister in workshops held in Kailahun and Port Loko.

We commenced work on the relationship between the performances of schools at the NPSE and the presence of a qualified teacher in the school.

Activity 2.3.5: MBSSE supported in strategic coordination of partners

At the request of MBSSE, contributions were made to partner coordination discussions, e.g. ongoing GPE implementation working groups and prospecting external organisations looking to work with MBSSE - Education Partners Group (EPG) / Ark of the UK; and Oxford Policy Fellowship.

Activity 2.3.6: Routine technical advice to MBSSE provided

Supported MBSSE on reviewing the TOR of the TBS Committee and District Education Boards.

Supported MBSSE in monitoring the conduct of the NPSE and WASSCE (particularly for English language and mathematics) with a view to preventing the examinations malpractices which take place during the sitting of papers.

Continued support to MBSSE on work with the Ministry of Planning and Economic Development (MoPED) surrounding SDGs, Voluntary National Report (VNR) for the UN and producing a brief for the Minister for use in a UN side-meeting panel discussion.

Worked on the list of MBSSE targets, benchmarks and standards from the TBS committee and supported the overall work of the TBS committee as Secretary.

Provided support relating to planning of the President's National Best Teacher Award (PNBTA) programme currently being developed.

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

Objective 1. 10 districts with functioning performance management routines to monitor progress against improvement plans

This milestone required three separate and individually challenging steps over the quarter. This milestone is, therefore, a culmination of a period of work, rather than a single milestone achievement. At the same time, it is also the start of a process – one which seeks to establish and operationalise a more effective approach to prioritisation, planning, implementation and evidence-based performance monitoring.

Activity 2.4.1 Establish monthly DEO meetings (Phase 1)

This work started in 2018 when we sought to establish a regular district performance review in the form of district monthly meetings. These took a while to become established but are now held in most districts each month. These meetings are structured around key issues, such as teaching and learning, materials, student safety, etc. but they are more focused on reacting to serious issues brought to the attention of the district, or the implementation of ministry directives. They have therefore been allowed to focus on what sometimes appear to be adhoc issues thus helping ensure follow up on identified challenges rather than being built around action or improvement plans. In addition, the focus on the use of evidence and monitoring performance robustly has been quite limited.

Table 1 DEO meetings held from January – July 2019

Month	Districts holding Monthly DEO meetings
January	13
February	0 (PH distribution prevented any meetings in February)
March	14
April	11
May	12
June	14
July	11

Activity 2.4.2 Support development of district improvement plans based on limited number of priorities (Phase 2)

The next phase saw support given to DEOs to identify priority issues, analyse the cause of these, develop and assess potential solutions, select appropriate solutions and develop these in a plan with performance targets.

Phase 2a. We used SGLE and examination data to start evidence-based conversations about the causes of poor learning outcomes. These workshops helped DEO staff identify a number of causes for the poor learning outcomes we are seeing. Issues identified included: teacher and pupil absence, limited supportive supervision, exam malpractice, lack of teaching and learning resources or poor use of the ones available.

Phase 2b. Taking the issues identified as a starting point we supported districts to reduce these into key priorities (2 to 4) issues that impact teaching and learning. We assisted DEOs through a process of unpacking and analysing contributory factors affecting these priority issues. Once this was completed, we worked together to develop potential actions to address these factors and then selected those that were both feasible and potentially fruitful. Districts were then supported to develop these into robust actions plans with timelines, activity ownership, milestones and measurable KPIs. This process involved significant back and forth with some districts to ensure that activities were realistic and achievable with resource constraints. There was also assistance required to help districts develop realistic milestones and KPIs that were measurable and meaningful. The level of support and iteration varied significantly by district, with some producing a decent plan first time, many needing at least one iteration and a few needing a lengthy back and forth process. This back and forth (and some MBSSE activities) delayed the expected timing of the third phase.

Figure 1 shows an extract from Moyamba district action plan

MOYAMBA DISTRICT ACTION PLAN

Objective 1: To improve on the regularity, punctuality and performance of teachers in approved schools						
	ACTION	KEY STEPS	WHEN	LED BY	RESOURCES	
	SCALING UP SUPPORTIVE MONITORING AND SUPERVISION IN SCHOOLS	Review monitoring template	30 th June 2019	-DDE	-2 months subscription for modem -1 M&E personnel -1 toner -1 carton of A4 papers	
		Clustering of schools	31 st July 2019	-Inspector of Schools	- 2 packets of A4 papers -1 packet of pens	
		Develop monitoring plan and training on the use of monitoring template	9 th August 2019	-DDE -Inspector of Schools	-60 litres of petrol -1 litre of engine oil	
		Carry out monitoring and supportive supervision	9 th Sep to 13 th Dec 2019; 13 th Jan to 28 th March 2019	-Inspector of Schools	-2, 620 litres and 72 litres of engine oil for 9 motor-bikes for 18 Supervisors -360 litres and 30 litres engine oil for 1 vehicle -18 sets of rain gears for Supervisors	
KEY PERFORMANCE INDICATORS						
Objective: To enhance the effectiveness of teachers and administrative capacity of school heads						
	PROPOSED KPI	DATA SOURCE	MEASURABILITY	RELEVANCE	CURRENT STATUS (Baseline)	TARGET
	# Schools reached for supportive monitoring and supervision	DEO monitoring plans and reports; attendance lists/logbooks	5	4	40 %	60 %
	# teachers and school heads that received feedback	DEO monitoring reports	4	5	30 %	60 %

Figure 2 shows an extract from Kambia district action plan

Objective: Reduce teachers and pupils absenteeism in schools			KPI: # of class attendance registers provided	Target: 1 for every class in targeted schools
			KPI: # of bye laws created	Target: At least 2 per school
			KPI: # of teachers and pupils celebrated	Target: 1 tr and 1 pupil for every class level
Action	Key steps	By when:	Led by	Resources (including personnel)
1. Initiate class attendance registers for both teachers and pupils	▪ Procurement of stationery	02-Sep-2019	School heads	Funds
	▪ Assign individuals in charge of class attendance registers	By end of wk1 of term1 2019/20 academic year	School heads/class masters	Personnel
	▪ Regular monitoring and supervision	Every week or every 2 weeks	DEO, council and school heads	Personnel
2. Creation of bye laws	▪ Consultation with heads of schools, teachers and pupils to discuss bye laws	06-Sep-2019	DEO, school heads, parents and local authorities	Personnel
	▪ Get endorsement for the agreed bye laws	By end of 2 nd week Sep. 2019	DEO, LWL and council	Personnel
	▪ Frequent monitoring by heads of schools and DEO	Every week	LWL and DEO	Funds and personnel
3. Celebrate regular teachers and pupils	▪ Identify regular teachers and pupil through class attendance register	By end of every term	Heads of schools	Funds
	▪ Develop a plan to celebrate regular teachers and pupils	By end of every term	Heads of schools and class masters	Personnel
	▪ Recognizing regular and compliant teachers and pupils	By end of every term	Heads of schools and class masters	Funds and personnel

Activity 2. 4. 3 Build on monthly meetings to establish performance management routines to monitor progress against improvement plans (Phase 3)

The culmination of this phase of the support to districts is to link phase 1 and phase 2 by helping districts to evolve the monthly meetings into more robust performance management routines, where improvement plans implementation is monitored and reviewed.

To support this process, we developed a third workshop where districts were supported through a process leading to them modelling a performance management routine using their action plan. Immediately after this workshop, districts were expected to use their monthly meeting for August to complete the process of establishing functioning performance management routines. We achieved the milestone of 10 districts doing this on 17th August 2019

Table 2 Dates of performance management meetings

Number	District	Date
1	Bo	31 st July
2	Moyamba	31 st July
3	Bonthe	30 th July
4	Pujehun	29 th July
5	Falaba	14 th August
6	Kerene	17 th August
7	Kambia	17 th August
8	Bombali	17 th August
9	Tonkolili	16 th August

10	Kenema	14 th August
11	Kailahun	17 th August
12	Kono	17 th August
13	Koinadugu	14 th August
14	Western Rural	13 th August
15	Western Urban	12 th August
16	Portloko	12 th August

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 from May to June 2019.
- Strengthening learning and research capacity within MBSSE.
- Improving policy and strategic planning through the use of annual survey results.

Objective 1: Conducting the third Sierra Leone secondary grade learning assessment (SGLA III) survey in May-June 2019

Activity 2.5.1: Train all field workers for the SGLA III survey



Following from the baseline and second rounds of the SGLA in 2017 and 2018, LWL's output-5 supported MBSSE to conduct the third SGLA (SGLA III) scheduled for May to June 2019. 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.

Figure 3 shows field staff conducting SGLA III

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.

Following on from initial consultations with MBSSE on SGLA III and sharing of survey workplans, in this quarter (May-July 2019), all regional survey coordinators (5), field supervisors (30) and data collectors (60) were trained on interviewing, test administration techniques in April and May 2019. Enhanced training on safeguarding was delivered this year which was well received by trainees, with clear understanding of reporting and escalation protocols should a safeguarding incident occur whilst the team is in the field for data collection.

Activity 2.5.2: Deploy field staff to 705 schools all over the country to collect data for SGLA III

Data collection in 705 schools took place between 15th May and 23rd June. In some schools, SGLA teams faced low pupil and teacher attendance due to end-of-year exams and accompanying invigilation duties. However, this did not pose any major risks to survey work.

Activity 2.5.3: Clean and analyse all SGLA III data

All SGLA III data has been cleaned and analysis is currently underway. Analysis will be completed in mid-August. Cleaned and anonymised data will be handed over to MBSSE in September.

Objective 2: Strengthening learning and research capacity within MBSSE

Activity 2.5.4: Contribute to the establishment of a functional learning assessment unit to oversee annual learning survey

Based on an agreed TOR, a discussion paper was submitted to MBSSE in May 2019 to trigger an informed debate on the costs, benefits and trade-offs implicit in setting up a national learning assessment unit. It proposed key milestones / next steps for the first three months to lay a solid foundation for an assessment unit, including developing a strong business case and costing model for the unit; thinking about the constitution and role of a steering committee; and outlining the scope and impact of such a unit.

Comments were subsequently received from MBSSE stakeholders through 1-on-1 meetings with key stakeholders in MBSSE, TSC, UNICEF and LWL. A half-day workshop was conducted to provide a platform to all stakeholders to voice their support and/or challenge to whether such a unit should be established. Summarising these discussions, a briefing paper with recommended next steps has been submitted to senior leadership / TSB committee. Output 5 will be following-up with the MBSSE on next steps in quarter 10.

2.6 Management and administration

Programme management highlights in this quarter consisted of procurement and distribution of key project materials for the direct benefit of students in schools. Notable were the purchase and delivery to schools of hygiene kits for girls, and purchase of paint and materials for painting murals on school safety messages – both procurements under Output 1. Other procurements included printing and distribution of the revised Reducing Violence in Schools guide (formerly School Safety Guide), essential supplies for schools for the blind in Kono and Koinadugu at the request of MBSSE, and pilot instructional videos for teachers. Procurement of solar lamps for schools has been delayed.

In terms of recruitment, an internal promotion was approved to fill the vacant position of Output 4 lead while a new Senior Programme Office was appointed to ease the considerable workload on the technical team around programme delivery.

Three vehicles (Toyota Land Cruisers) were procured by the programme to replace some of the old fleet that had fallen into disuse.

MMSL continues to operate a mobile money system to make payments to workshop participants. The Orange mobile money platform is now an in-house MMSL service to make swift payments to participants. This platform has significantly reduced the risk of making cash payments to participants.

An updated Asset Register and an Asset Disposal Plan have been developed and submitted to DFID.

3 Key programme risks in the quarter

Table 3 key risks and management for the quarter May to July 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 	<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 • loss of momentum after one year • Insufficient funding to deliver promised package • Weak or no coordination amongst agencies supporting FQSE 	<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

implementation at decentralised levels			agencies/actors 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 	→	<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 	→	<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 of 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>	↓	<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, 	↓	<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
<p>Severe rainy season (June-Sept); risk of:</p> <ul style="list-style-type: none"> • poor road conditions limiting travel around districts • natural disasters, e.g. floods and mudslides 	↑	<ul style="list-style-type: none"> • Disruption of programme activities • Endangering of staff, partners and consultants who have to travel around the country to carry out their functions • Closure of schools due to natural disasters further limiting children's learning time • Schools become unsafe for students and teachers 	<ul style="list-style-type: none"> • Rescheduling of programme activities where appropriate • Close monitoring of field staff using technology (Tangerine and GPS tracker) to identify trouble spots and where support might be required • Safety awareness refreshers for field staff using motorcycles

4 Key performance indicators for the quarter

4.1 Performance indicators for current quarter

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

Table 4 key performance indicators – progress in the quarter February to April 2019

KPI	Milestone	Status
Output 1 – Improved learning and safety for girls and students with disabilities	<u>Carried over from last quarter</u> <i>School-based training for all JSS teachers on the School Safety Guide conducted</i>	Achieved Following training of Principals, Vice Principals, BoGs and Mentors using draft SSG doc last quarter, JSS teachers were trained this quarter. The SSG document has been approved by the Minister under a new name – <i>Reducing Violence in Schools (RVS) guide</i> . <u>Evidence:</u> <ul style="list-style-type: none">• Report of teacher training on SSG (now RVS)• Copy of final RVS doc
	<u>This quarter</u> <i>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</i>	Achieved 182,014 hygiene kits were distributed to 1,111 JSSs, and training conducted for 2,048 principals, female mentors and ‘Community Mamas’. MBSSE Ministerial launch of the kits took place in Port Loko on 9 July 2019. <u>Evidence:</u> <ul style="list-style-type: none">• Report on Training and Distribution of Girl Hygiene Kits• MBSSE launch video (on request)
Output 2 - Improved learning conditions in schools – SSS	<i>Most pupils have the Pupil Handbook to enhance their</i>	Achieved

and JSS teachers have and are using the resources to improve teaching	<i>learning in 60% of classrooms observed</i>	<p>Actual – average of 65% over 3 months against target of 60% (quarter high 69% in June)</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Progress report based on Tangerine data • Report on community sensitisation by the Civil Rights Coalition + FAQs on handling of Pupil Handbooks and other government textbooks
Output 3 - MBSSE and DEOs discuss and take decisions based on real time data to manage performance of individual schools at least monthly	<i>5 fundamental key targets and standards, agreed by the TBS Committee, shared and District Education Offices (DEOs) producing work-plans accordingly</i>	<p>In progress</p> <p>A targets, standards and benchmarks document has been produced by the TBSC but is yet to be signed off or shared widely (still being discussed internally at MBSSE level). Deliverable will be completed in the next quarter.</p> <p><u>Evidence to be provided:</u></p> <p>Progress report identifying key national targets and standards and how they relate to district work planning.</p>
Output 4 – Strengthened capacity to support schools	<i>10 districts with functioning performance management routines to monitor progress against improvement plans</i>	<p>Achieved</p> <p>10 districts, against a target of 10, have completed the 3 required phases of performance management. The rest to finish up in next quarter.</p> <p><u>Evidence:</u></p> <p>Progress report on district performance management routines</p>
Output 5 - Impact of annual learning assessment maximised	<i>Field work for the third secondary grade learning assessment completed and data cleaned for submission to MBSSE</i>	<p>Achieved</p> <p>Field work for SGLA 3 completed on schedule and successfully, data fully cleaned and consultations on how to cut up data for reporting purposes</p>

		<p>conducted. Cleaned datasets and metadata will be submitted to MBSSE in next quarter.</p> <p><u>Evidence:</u></p> <p>SGLA 3 Fieldwork completion report</p>
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4.2 Key performance indicators for next quarter

The proposed KPIs and milestones for the next quarter (August – October 2019) are:

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

Milestone: *Training of all JSS teachers on “Reducing Violence in School” Guide (in approved government and government-assisted schools) (already achieved)*

Alternate: *Students with any form of difficulty (or disability) have been identified according to the checklist and have received a first validation visit from the DIO.*

Output 2: Improved learning conditions in schools

Milestone: *1,500 SSS students benefiting from pupil remediation pilot*

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

Milestone: *MBSSE training on developing and editing forms in Tangerine completed*

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

Milestone: *National rollout of Tangerine to supervisors initiated with training/capacity building in using Tangerine*

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

Milestone: *SGLA3 preliminary findings presented through infographics shared with MBSSE and districts*

4.3 Key activities for next quarter

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

Output 1: Girls learning and disability inclusion

Q10 Activities	Aug	Sept	Oct
Ongoing monitoring of hygiene kits used by girls	x		
Delivery of mural materials to schools and monitoring of school mural activity	x		
Prepare the Girls' and Boy's Club radios for distribution	x	x	
Develop SBCC strategy with MBSSE	x	x	x
Disability Inclusion and Case Management Training to District Inclusion Officers	x		
DIO validation visits to schools		x	x

Output 2: Improving learning conditions in secondary schools

Q10 Activities	Aug	Sept	Oct
Conduct coaching visits in all focal JSS and SSS schools	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 and SSS		x	
Conduct SSO Professional Development Week	x		
Conduct school-based trainings for Maths and English teachers with non-private schools – JSS and SSS			x
Strengthen SSO Performance Management and Evaluation	x	x	x
Conduct monthly Learning Circles with SSOs in all districts		x	x
Begin implementation of Pupil Remediation scale up approach in JSS 1		x	x
Implement Pupil Remediation pilot in SSS	x	x	x
Conduct Rapid Review of use of LPMs in JSS	x		

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

Q10 Activities	Aug	Sep	Oct
Support operationalisation of Ward Education Committees	X	X	
Support production of quarterly FQSE bulletins	X		
Continue sharing of monthly TBS Committee Key Benchmarks	X	X	X
Carry out analyses of performance in 2019 NPSE and WASSCE			X
Provide technical and operational support to the MBSSE on policy issues and FQSE implementation	X	X	X
Continue 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	Aug	Sep	Oct
Monthly DEO meetings in all districts with reports from joint monitoring	x	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
Continuation of work on Tangerine sustainability planning and integration		x	x
Seek MBSSE decision on their recruitment and support to supervisor plans – align our support to this.	x	x	x
Rollout to Supervisors Tangerine		x	
Development of School Principal Tangerine forms for pilot	x		
Supporting districts to implement and monitor performance improvement plans using evidence	x	x	x
DSO evaluation and coordination	x		
Clarify annual budget cycle and plan for evolution of district plans in alignment with these dates	x		
Continued support to decentralised system coordination – WEC and FQSE coordination	x	x	x
Supervisors capacity development planning (subject to resolution of recruitment issue)	x		

Output 5: Improving capacity for monitoring, research and learning

Q10 Activities	Aug	Sept	Oct
Submission of SGLA III clean datasets to MBSSE	X		
Submission of preliminary results briefing notes to MBSSE		X	
Completion of SGLA III preliminary results validation in MBSSE			X
Agreement on perception study scope and methodology			X
Agreement on topics for deep dive studies			X

5 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 Secondary Certificate Examination