

Leh Wi Lan

Improving Secondary Education
in Sierra Leone

10th Quarterly Report

Leh Wi Lan: *Improving secondary education*

August 2019 – October 2019



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1. Summary of overall progress

This quarterly report covers the period from August to October 2019. This period has seen a significant increase in the amount of activities conducted across all 5 outputs, which is reflected in the length of this report.

As well as established activities that are integral to the project there have been some stand out activities. In output 1, the engagement with schools around the publication, dissemination and sensitisation of the Reducing Violence in Schools Guide (RVS) is notable and will have an important impact on protecting children in schools.

Working with teachers, LWL has established a teacher classroom research programme. Classroom research has been introduced to star teachers through training events focussing on selecting research topics and how to conduct research in classrooms. It will potentially lead to teachers having their work published and presenting papers in a conference. LWL will provide support throughout this entire process. It will hopefully empower teachers to be able to explore and think in more depth about what is really going on in their classrooms and give them the tools to analyse and make informed improvements in teaching and learning.

Pupil remediation work is underway to assess and support improvement in pupils' ability level in maths. Winning Teams, a South Africa based organisation with a track record for raising learning outcomes in township schools using a specific approach, have been contracted to provide resources and train teachers so they can accurately assess their pupils' maths level. They can then provide targeted catch up sessions in an attempt to raise pupil levels to what is required to be able to follow the curriculum.

The role of Tangerine has been expanded to be used by supervisors. Following on from an initial pilot tablets will shortly be rolled out nationwide and be available for all supervisors on payroll. This is important for sustainability, as through the supervisors, the Ministry of Basic Secondary School Education (MBSSE) will receive the data they have requested and be in a more informed position to instigate change.

Through Tangerine we are also supporting the Teaching Service Commission (TSC) with a national teacher registration initiative which will map the teachers both geographically and by grades taught as well as by identifying gaps in the number of subject teachers currently in the system. Following the pilot, full rollout will be implemented in the New Year.

Initial evidence from the Secondary Grade Learning Assessment III (SGLA III) research shows that insufficient learning time is a significant barrier to learning with teachers only having an average of 12.5 contact hours a week. This is simply insufficient to be able to cover the curriculum. In output 2 we have been supporting School Support Officers (SSOs) and Heads of Departments (HoDs) to set targets that will increase learning opportunities. Through increased monitoring by SSOs and HoDs small gains can be made such as reporting when morning assembly ends and first lesson actually starts.

The following tables below 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'.

Summary of progress in quarter 10 and actions for quarter 11 for the 5 outputs

Programme Output 1 <i>Girls Learning and Disability Inclusion</i>				
KPI milestone for this 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>			KPI milestone for next quarter (11) <i>Strategy for behavioural change communications (SBCC) finalised with MBSSE</i>	
Planned activities for this quarter (10)	Activity delivered this quarter (10)		Highlights/challenges	Activities for next quarter (11)
Training of DIOs to follow up on Children with Disability (CwD) referrals for assistive devices	<p>DIOs received initial training on the checklist and disability inclusion on 14 March. DIOs received a 5-day in-depth training on disability in the week of 4-7 November. (This was planned for October but delayed for the funeral of a DIO)</p> <p>DIOs completed the identification and validation of students with disabilities – a final list with details of students with mild, moderate and severe disabilities per school has been produced.</p>		<p>More than 10,000 students were identified with a potential disability or difficulty. Up to 40% of these students were identified to have a learning difficulty rather than a physical or sensory disability.</p> <p>Output 1 is looking to engage with local service providers to do screenings and diagnosis in schools and to provide the appropriate assistive devices to students.</p>	<p>Train mentors to facilitate use of radios at school level.</p> <p>Finalise radio distribution plans and distribute 2 Girls 'and Boys' Club radios to each school.</p> <p>Roll-out of next edition of RVS guide at Senior Secondary School (SSS) level. Training all SSS principals and mentors.</p> <p>Compile gender and disability responsive pedagogy (GDRP) materials into a Teachers' Guidebook and validate with MBSSE.</p>
Finalising Girls' and Boys' Club recordings and uploading episodes onto radios	<p>The team finalised 17 episodes with the recording and production studio. The episodes were uploaded to a first batch of radios for training purposes.</p> <p>The team worked with MBSSE and invited 70 representatives from District Education Offices (DEOs), women and girls' networks, disability organisations and other stakeholders</p>		<p>MBSSE and implementing partners responded positively to radio episodes.</p> <p>Final feedback was provided to the recording and production studio. Final episodes were uploaded to the programme central systems and to the MBSSE website on 7 November.</p>	<p>Finalise Social Behavioural Change Communication (SBCC) strategy in collaboration with MBSSE.</p> <p>Explore pilot for testing parameters of SBCC strategy</p>

	<p>to review the episodes. The workshop took place in Freetown on 29 and 30 October and was led by our ministry partners.</p> <p>The full batch of 2, 230 radios will arrive in the port of Freetown by sea-freight on 13 November 2019. There has been a slight delay in the shipment.</p>			Printing, training of teachers and distribution of newly updated Teacher Code of Conduct (including teacher declarations)
Procurement and distribution of paint and stencils for murals	Paint items were successfully procured. Items have been distributed to districts and are being distributed to schools (11-15 November). Schools are receiving paint on a rota that is aligned with SSO and DIO school visits. DIOs and SSOs support schools with the implementation of the school mural.		Principals and mentors received orientation on school murals. School staff and students do not have experience with using stencils, so the team is providing case-by-case support to each school to manage risks.	
Ongoing monitoring of hygiene kits (HKs) used by girls	DIOs and SSOs are monitoring the impact of HKs. In September and October feedback was collected from 1,610 girls.		Data from September and October suggest positive impacts on reducing the number of days girls miss school and reducing the economic burden on girls to purchase sanitary products.	
Ongoing monitoring of RVS	DIOs and SSOs are continuously monitoring interventions for reducing violence in schools.		Spot check data from 113 different schools across the country indicates that an estimated 69% of male teachers and 72% of female teachers are attending their weekly Teacher Learning Circle (TLC) meetings	

			to discuss strategies for RVS. In September and October 2,700 teachers were directly observed by one of our 16 DIOs during the Learning Circle (LC) meeting.	
Revision of TSC Teacher Code of Conduct (TCC) and validation event for the revised document	The TSC TCC provides critical guidance to teachers. The document sets a standard for teacher professionalism. The TCC promotes teacher commitment to safe and inclusive classrooms and was validated in Freetown on 30 October 2019 with 80 TSC partners		The revised TCC, once signed by the Minister, will be an annex to the next edition of the RVS Guide. This next edition of the RVS Guide will be printed for all SSS teachers.	
Develop draft SBCC strategy with MBSSE	A concept note was developed and shared with MBSSE. Based on this, our team did a workshop with MBSSE communications, gender and disability specialists.		The workshop produced a very productive and honest mapping of key stakeholders who will be targeted in the SBCC strategy document. The draft documents from this workshop will be developed further in partnership with MBSSE and finalised during Q11.	
Disability inclusion and case management training to DIOs	DIOs received a 5-day in-depth training on disability in the week of 4-7 November.		Handicap International (HI) are subcontracted to deliver specialist training to DIOs. HI trained the team to follow established processes in Sierra Leone and to use existing systems as much as possible, embedding LWL disability work in existing healthcare options where possible.	

Continue development of GDRP materials and train teachers	The team continued to develop these materials. A section of the disability training 4-7 November focused on improving DIOs skills so they can support SSOs and teachers with disability responsive strategies.		Training of teachers will commence in the Teaching Learning Circle structures at schools after the RVS document has been fully implemented in schools.	
Prepare the Girls' and Boys' Club radios for distribution	The team discussed with MBSSE and district stakeholders. It was agreed that distribution of radios before or during the Christmas holidays would present unacceptable risks.		Distribution of radios will take place in January 2020.	
Training mentors to facilitate use of radios at school level	Activity not completed.		Training of all principals and mentors is planned for the week of 16 – 20 December. Radios are scheduled to be distributed shortly after in January 2020.	

Programme Output 2 <i>Improving learning conditions in schools</i>				
KPI milestone for this quarter (10) <i>1,500 SSS students benefiting from pupil remediation pilot</i>			KPI milestones for next quarter (11) <i>85% of government and government-assisted JSS (Junior Secondary School) and SSS schools participating in school/cluster-based training</i>	
Planned activity for this quarter (10)	Activity delivered this quarter (10)		Highlights/challenges	Activities for next quarter (11)
Reprint Lesson Plan Manuals (LPMs) and distribute to schools still missing them	Data collected by SSOs in May and June identified a shortfall of 15,289 LPMs. This informed the printing of 16,000 copies to fill the gaps. Distribution is nearly complete.		Availability will continue to be monitored and field data will be correlated with official MBSSE data when the 2019 ASC report is published.	Conduct coaching visits in all focal JSS and SSS schools

Share sample sets of SSS LPMs (soft and hard) with Teacher Training Colleges (TTCs)	Distribution has started but still in progress.			<p>Collect data for supplementary printing of Pupil Handbooks (PHBs)</p> <p>Conduct school leadership engagement with non-private school principals and assistant principals/heads of department – JSS and SSS</p> <p>Conduct SSO professional development week and provide differentiated professional development approaches based on SSO performance</p> <p>Conduct school-based trainings for maths and English teachers with non-private schools – JSS and SSS</p> <p>SSO performance management and evaluation</p> <p>Conduct monthly LC meetings with SSOs in all districts</p> <p>Implementation of pupil remediation scale up approach in JSS 1</p>
Implement and evaluate 3 pilot teacher professional development videos to support teachers to use LPMs and PHBs	Teacher Videos implemented and evaluated by LWL. Now awaiting approval from TSC to scale up.		Delayed by slow approval process within TSC.	
Strengthen SSO performance management and evaluation	New SSO Performance management framework rolled out.			
Conduct coaching visits in all focal JSS and SSS schools	School observations resumed in September after school holidays.		1,518 observations in September. 9,316 observations in October, the highest to date.	
Conduct school leadership engagement with non-private school principals and assistant principals/HoDs – JSS and SSS	2,951 JSS and SSS English and maths HoDs trained. Principals were engaged through Meet and Greet Week.		The multiple trainings in August and September meant there was no time and facilitator resource to train all principals was limited. Meet and greet week took place instead with briefings led by SSOs. We will need to train principals in December and look for ways to do it outside holidays.	
Conduct SSO professional development week	In September SSO professional development week took place as well as SSO induction for 38 new SSOs		38 new SSOs trained and inducted, taking total cadre to 200.	
Conduct school-based trainings for maths and English teachers with non-private schools – both JSS and SSS	School-based Continuing Professional Development (CPD) introduced to HoDs and took place in some schools this term.		Not all schools have been able to implement this model due to lack of funds. This will be reviewed with TSC in November.	
Conduct teacher research with JSS and SSS teachers	220 teachers and 30 mentors trained in teacher research and beginning to			

	define research questions for their classroom.			Implement pupil remediation pilot in SSS
Conduct monthly Learning Circle meetings with SSOs in all districts	3 monthly Learning Circle meetings took place this quarter.		Monthly LC meetings continue to be a useful space to review what has worked well and any issues.	Evaluate pupil remediation pilot in SSS and design scale up
Begin implementation of pupil remediation scale up approach in JSS 1	All schools received assessment and grouping toolkits to identify pupils in need of remedial support.			Conduct teacher research with JSS and SSS teachers
				Provide SD cards to all JSS English and maths teachers with Teacher Professional Development (TPD) resources
Implement Pupil Remediation pilot in SSS	Pupil Remediation pilot for SSS began in Falaba, Koinadugu and Moyamba implementing the Winning Teams model.		In Moyamba 468 pupils benefitted from remediation and in Koinadugu 1,064. This made a total of 1,532	

Programme Output 3 <i>Strengthening MBSSE's capacity to plan, monitor and manage service delivery</i>				
KPI milestone for this quarter (10) <i>MBSSE training on developing and editing forms in Tangerine completed</i>			KPI milestone for next quarter (11) <i>Analysis of performance in 2019 public exams completed and disseminated</i>	
Planned activity for this quarter (10)	Activity delivered this quarter (10)		Highlights/challenges	Activities for next quarter (11)
Get Ward Education Committees (WECs) functional and monthly bulletin and dashboard for Free Quality Secondary Education (FQSE) up and running	Identification of members of WECs has been done but support yet to be finalised and meetings yet to commence.		Following composition of WEC membership, orientation programme being planned with 4 members of each WEC to receive	Finalise plans for WEC orientation programme (support training and production of briefing packs)

	Draft FQSE bulletin produced but yet to be signed off by FQSE coordinator.		training and briefing pack. Progress delayed by changes in MBSSE leadership.	Produce and disseminate FQSE bulletin
Provide support in determining key benchmarks and disseminate to relevant stakeholders	The TBS committee has at least finalised its targets, benchmarks and standards document and circulated to stakeholders.		Well informed discussions undertaken to arrive at agreement on key benchmarks. The next task is ensuring compliance and monitoring across the sector.	Continue roll out of performance management routines
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 depended on dissemination of clear national targets by MBSSE TBS committee. This will be progressed now that the TBS document has been circulated.	Complete analysis of 2019 Basic Education Certificate Examination (BECE) and continue district level presentation of findings of analysis of the National Primary School Exam (NPSE), BECE and West African Senior School Certificate Examination (WASSCE)
Complete analysis and dissemination of district level performance in public exams to DEOs, with recommendations on actions to be taken.	The process is ongoing. The analysis of NPSE and WASSCE has been completed but the dissemination only partly completed. The analysis of BECE is ongoing as results have only recently been released and confirmation of JSSs from districts with WAEC codes are still trickling in.		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. Kambia has been covered by Chief Education Officer (CEO) and Minister for NPSE and WASSCE. Pujehun has been covered by team for NPSE and WASSCE. Western Urban and Freetown has been covered for NPSE. The unavailability of the Minister for district seminars and dissemination has resulted in delays.	Provide training on BECE analyses for 'placement' purposes and provide support in Western Area (WA) placement exercise Continue to provide technical and operational support to the MBSSE on policy issues, FQSE implementation and new directions Continue support to the MBSSE internal structural and

			Some information has already been shared with DSTI at State House and confidentially with others.	functional review and decentralisation process
Provide training on NPSE analysis for 'placement' purposes and provide support in Western Area placement exercise	The training was successfully completed.		Places found for all successful NPSE candidates from WA. However, many decline to attend designated Government of Sierra Leone (GoSL) or GoSL-assisted schools and go private or repeat exams in the hope of getting a higher score and entering their school of choice.	
Provide technical and operational support to the MBSSE on policy issues and FQSE implementation	<p>Supported periodic social mobilisation exercises by MBSSE.</p> <p>Supported chieftdom level sensitisation of communities on use and handling of FQSE books.</p> <p>Reviewed FQSE 5-year implementation plan documents received from consultant</p> <p>Worked on policy statements on behalf of the Minister</p> <p>Worked on learning assessment matters including conduct and findings of assessment and recommendations for the establishment of a Learning/National Assessment unit</p>		Internal co-ordination of meetings within MBSSE need improvement to minimise clashes and postponements.	

	<p>Worked on presentations for high level internal and external discussions eg. National dialogue on education, briefing of US Ambassador, etc.</p> <p>Worked on resolving the implementation challenges of ESP interventions funded by the GPE</p>			
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Programme Output 4 <i>Strengthening district capacity to hold schools and teachers to account</i>				
KPI milestone for this quarter (10) <i>National rollout of Tangerine to supervisors initiated with training/capacity building in using Tangerine</i>			KPI milestones for next quarter (11) <i>Development and launch of principals' version of Tangerine</i>	
Planned activity for this quarter (10)	Activity delivered this quarter (10)		Highlights/challenges	Activities for next quarter (11)
Seek MBSSE decision on their recruitment and support to supervisor plans – align our support to this.	<p>The recruitment action of 160 school supervisors is currently being conducted by the Public Service Commission with approval from MBSSE.</p> <p>Discussions with MBSSE over this recruitment and support LWL will provide after recruitment have been held at various times during the quarter.</p>		Though the decision has been made and parameters of support agreed, it is unclear when the recruitment process, contracting and deployment will be finalised by MBSSE. It seems possible this will now be done by the end of 2019, enabling support from LWL to start in 2020. We will begin planning for this eventuality.	<p>Production of monthly monitoring report (activity repeated each quarter)</p> <p>Monthly DEO meetings in all districts and performance monitoring reports (activity repeated each quarter)</p> <p>Continued support to decentralised system coordination – WEC and FQSE</p>

Produce monthly monitoring reports (ongoing). Review to ensure no duplication with real-time dashboards – focus on value-adding analysis.	<p>The monthly monitoring report has been streamlined to report on specific indicators and the length reduced to 7 key slides. This was produced for September and October. For August with schools being closed we concentrated on a review of the previous year.</p> <p>A second report is now being produced highlighting 1 key issue each month in more depth. In August this was curriculum coverage, in September it was attendance.</p>		Condensing data into a more user-friendly report and drilling down into key issues better engages the audience with the information.	<p>coordination (activity repeated each quarter)</p> <p>DSO coordination and support (activity repeated each quarter)</p> <p>Alignment of district action plans with 2020 activity budgets</p> <p>Support enhanced use of evidence/data in monthly performance monitoring</p> <p>Supervisor Tangerine data collection review and reporting tool development</p>
Start work on the Tangerine sustainability plan, including roll out to school principals, training for MBSSE and integration with data improvement approaches	<p>14 MBSSE officials received the technical training on Tangerine application form development, creating and editing forms for the department of policy and planning staff, ICT and EMIS. This training is start of the development of skills that will enable Education Management Information System (EMIS and ICT to manage the system without external assistance. The training also focused on system capacities and integration approaches into other systems for sustainability.</p>		<p>The TSC Information Communication Technology (ICT) focal person was also in the training to help support the creation of forms for the TSC. This led to discussions with TSC about whether teacher registration could be captured using Tangerine</p> <p>Some of the trained MBSSE staff from the ICT and EMIS units have been involved in supporting the supervisor Tangerine training in the regions.</p>	<p>Development and launch of principals' version of Principals' Tangerine</p> <p>Continue work on Tangerine sustainability plan</p> <p>New supervisor induction planning</p>

	Early work on institutionalisation planning has also begun.			
Develop the initial form for school principal Tangerine use	<p>3 initial forms have been outlined for the principals' pilot for discussion with MBSSE/TSC before testing – daily, weekly and observation forms.</p> <p>The forms will be refined and agreed on with TSC and relevant senior MBSSE officials in early November and will then be developed into the Principals' Tangerine pilot to be launched next quarter.</p> <p>Planning on how to conduct data validation checks are also in development due to concerns about principals' ability levels and motivation to record accurately.</p>		The training described above for MBSSE and TSC has really helped the engagement and interest for this area of work.	
Conduct monthly DEO meetings in all districts and produce performance meeting monitoring reports	In the month of August, 11 districts conducted performance management meetings. In September, 3 districts held performance meetings as districts were focused on schools re-starting and learning material distribution.		The distribution of teaching and learning materials by DEO staff was a major constraint to conduct DEO performance management meetings	

	In October 15 (of 16) districts held performance meetings.			
Support the ongoing use of the Tangerine system by all SSOs	<p>The Tangerine system has been used by all SSOs. Upgrades for the new year include; improvements to pedagogy, questions to provide greater scope in differentiating between excellent, good, average and poor performance. Also, the school list has been updated to incorporate the most recent MBSSE school lists.</p> <p>More focus this year on DSOs using the real time dashboard to monitor SSOs performance in terms of number and reach of observations earlier in the month.</p>		<p>October 2019 has set a record for form completion on Tangerine, with around 10,000 reports submitted in the month, the vast majority being lesson observations. Over 5,500 unique teachers and 1,200 unique schools visited this month – much higher than any previous month.</p> <p>Districts have reported issues with schools not covered by Tangerine. This is the result of new approvals and additional schools not being added to the school lists. Western Urban and Kono reported that a number of SSO observations do not correspond with the DSO reporting dashboard</p>	
Integrate real-time dashboards into performance monitoring approaches to enhance data use	Deeper engagement into the use of dashboards and using them to monitor action plans continues to be a focus for DSOs and output 4. But it remains a challenge, with engagement largely at a superficial level.		Remote updates have been made to dashboards.	

Rollout Tangerine for supervisors at the national level.	<p>The supervisors Tangerine platform was revised following pilot feedback.</p> <p>The national rollout of Tangerine to supervisors was initiated by the completion of training on October 29th.</p> <p>Supervisors will begin collecting data once the tablets have been formally transferred to MBSSE and distributed.</p>		<p>The major challenge is to get supervisors to start visiting schools to collect data. This is a wider challenge than Tangerine, but we are hopeful Tangerine will help highlight the challenges faced.</p> <p>Only 41 of the current supervisors are formally employed as MBSSE supervisors. As a result, this will mean fewer supervisor visits and less Tangerine data initially. This should change once new supervisors are recruited.</p>	
Support districts to implement and monitor performance improvement plans using evidence	<p>Plans have been developed and proposed to support district level monitoring of performance improvement plans by using evidence.</p> <p>Performance monitoring against district action plans is now the focus of monthly meetings – using evidence-based trackers. More support is needed on this though.</p>		<p>A major challenge is that activity plans were not clearly aligned to annual budgets this year. Supporting better alignment as 2020 budgets are developed is a priority for the next quarter.</p>	
Coordinate DSO professional development meeting	<p>3 days of DSO professional development was held in August. The meeting was meant to prepare</p>		<p>Orientation and onboarding for 2 newly recruited DSOs for the new districts of Falaba and Karene</p>	

	<p>DSOs for the new school year and enhance their effectiveness on the job and provide support to DEO offices.</p> <p>DSOs have also been given support and the tools to use data as evidence to better support and manage SSO performance.</p>		<p>took place as they participated in the coordination and professional development meeting in August.</p>	
Clarify that the annual budget cycle and plans for the evolution of district plans are in alignment with these dates	<p>Despite challenges and opacity, progress was made in obtaining information about budget process and figures. Some districts shared their annual activity budgets and confirmation processes.</p> <p>This has enabled planning of how best to align outcome-based action planning and performance monitoring with current systems and processes. This will be a priority in the next quarter.</p>		<p>It is clear the current process does not lend itself to outcome-focused planning directly and so we are now planning for the effective alignment of outcome-focused action plans against 2020 activity budgets. This is so councils can see the links between expenditure, implementation plans and performance.</p>	
Continue support to decentralised system coordination – WEC and FQSE coordination	<p>The Minister has approved and confirmed the chairpersons for each WEC per districts. Orientation and induction of WECs across the country will be supported by LWL. LWL has also confirmed its support for the orientation and induction of Board of Governors (BoGs) at the</p>		<p>It is unclear when the workplan will be shared, confirmation of training dates and the training package to be shared with LWL before starting training.</p>	

	national level. A workplan and training package is currently being developed by the Ministry.			
Improve the supervisor's capacity for development planning (subject to resolution of the ongoing recruitment issue)	A supervisor capacity development package is underway but rollout will not start until the completion of the supervisor recruitment process.		The programme is working with MBSSE to develop a full capacity development plans for supervisors in coming months.	
Programme Output 5 Monitoring, research and learning				
KPI milestone for this quarter (10) <i>SGLA III preliminary findings presented through infographics shared with MBSSE and districts</i>			KPI milestones for next quarter (11) <i>Full SGLA3 report published and disseminated</i>	
Planned activity for this quarter (10)	Activity delivered this quarter (10)	Highlights/challenges		Activities for next quarter (11)
Handover of full SGLA III data set to MBSSE	The full SGLA III dataset with meta-data have been handed over to MBSSE			Completion of deep dive fieldwork and report writing Completion of the SGLA III draft report
SGLA III preliminary findings presented through infographics shared with MBSSE and districts	Preliminary findings of SGLA III presented to various key stakeholders in mid-October. The stakeholders include: Leh Wi Lan technical team DFID MBSSE		A lot of promises and suggestions on how to resolve the problems in education were made by key stakeholders. The challenge is whether any action will be taken. Further work is being done on the infographics in the communication briefs. This further support work will include capacity building in	Evidence based decision making workshops for the leadership of the district education offices Informing programme implementation, policy and strategic planning through a

	<p>TSC Directors and Conference of Principals of secondary school representatives (CPSS)</p> <p>TSC and MBSSE Deputy Directors of Education</p> <p>standards setting committee</p>		creating effective policy/communication briefs.	recommendations workshop with decision makers at MBSSE.
Qualitative deep dive study	<p>A TOR for the deep dives was written in September and shared with stakeholders for their comments.</p> <p>Fieldworkers have undergone a six-day training and two-day pilot and fieldwork is underway.</p>		None	

Programme progress by output

Programme output 1 – Girls learning and disability inclusion

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

Objective 1: Implementation of Reducing Violence in Schools Guide and Teacher Code of Conduct

Activity 1.1.1: Validation of TCC

LWL supported TSC with the revision, validation, and promotion of the TCC. The revised document was presented to 80 district and central partners for validation on Wednesday, 30 October 2019. Participants included TSC District Directors, MBSSE District Directors, Education Inspectors and central partners such as World Bank Education Advisers, UNICEF Education Advisers, International NGOs and line Ministries. TSC led the validation session and group work during which each chapter of the TCC was reviewed. Revisions from the various stakeholders will now be incorporated into the final document (where appropriate), and the final copy will be presented to the Minister for approval.



TSC TCC validation 30 October 2019

In collaboration with TSC we hope to include the final TCC in the next edition of the RVS guide, before training all SSS principals and mentors on the RVS in December 2019. Following this training, principals should distribute a copy of the RVS guide to each SSS teacher.

Activity 1.1.2: Ongoing implementation and monitoring of Reducing Violence in Schools

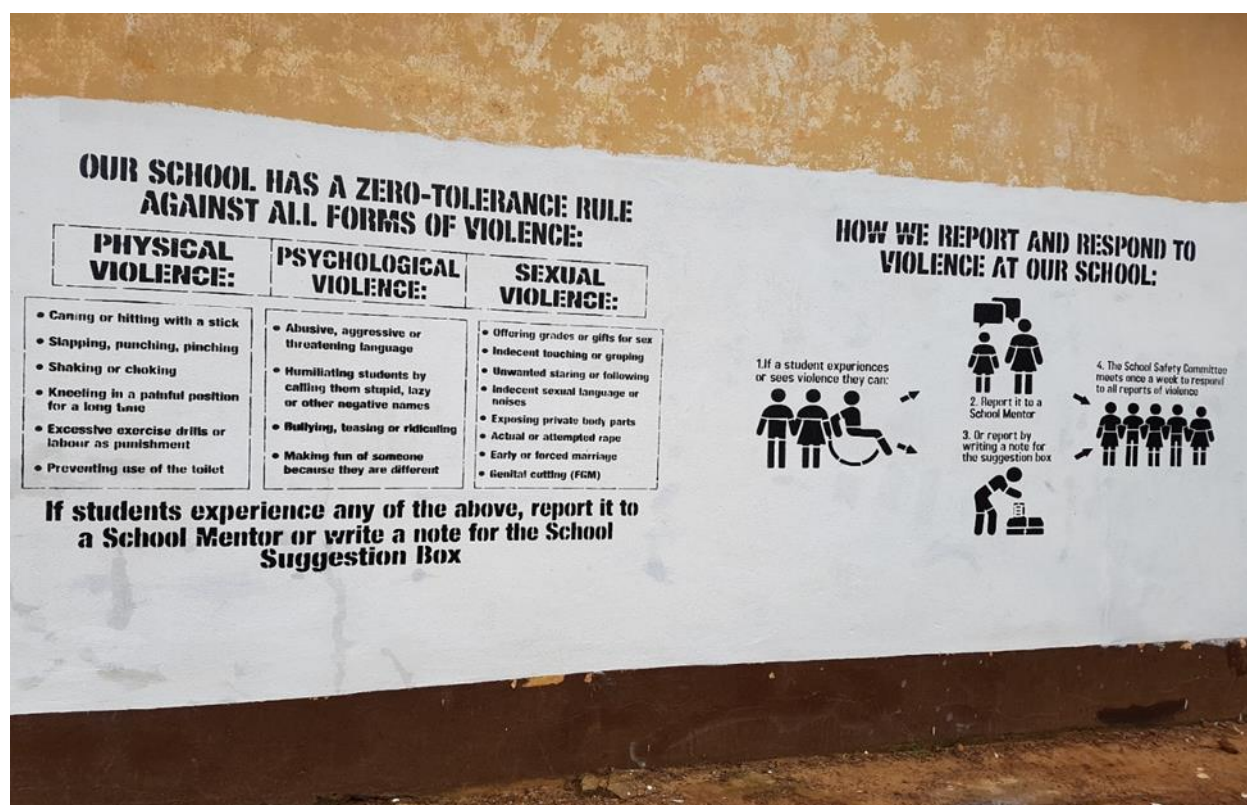
SSOs monitor the implementation of RVS in 1,127 JSS, doing monthly checks to see if schools have suggestion boxes, copies of the RVS guide available to every teacher, an active School Safety Committee (SSC), etc. DIOs conduct monthly spot checks in up to five schools in their respective

districts. Through these spot checks, in-depth reviews and interviews are carried out in order to monitor the effectiveness of the RVS in 80 JSS nationally.

The introduction of **Prevent-Report-Respond** structures in schools were designed to link up with local response systems. Referral pathways for each school should allow the school leadership to respond to a case of violence without direct support from the LWL team. Our team recognises that referral lines are not always easy to identify and follow. Principals and mentors follow the decisions of the SSC to engage with local police, local chief councils, and local Family Support Units (FSU). In a few cases, the school principal did not have confidence in these local systems or could not identify an appropriate local institution to support with a case. To the knowledge of the output 1 leads, there were 7 instances in September and October where a principal, a mentor, or a student reported a case directly to a member of the LWL team – hoping that our team would be able to support. For this reason, the LWL team also introduced stronger communication and decision flows to promote confidentiality and appropriate responses when a case is reported directly to a member of staff.

Activity 1.1.3: School Safety Messages on Murals

Murals are being produced in schools on a rota that is aligned with SSO and DIO school visits. Although the expectation was that schools would be able to complete murals during the holidays, several risks became evident to the team. Paint items have to be managed with more hands-on support from the SSO and DIO teams. Schools need support to understand how to use the stencil and paint to produce clear and accurate messages on the mural.



School mural completed (with hands-on support from the LWL team)

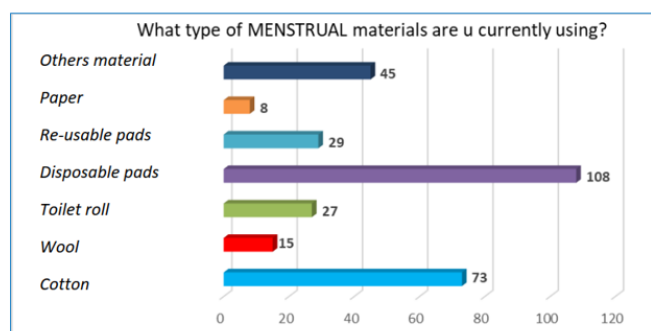
Objective 2: Ongoing monitoring and support to provide Hygiene Kits (HKs) to Girls

Activity 1.2.1: Monitoring implementation and impact of HKs for JSS Girls

Our DIO team collected responses from 1,586 girls across 161 JSS in September and October. Each DIO visits up to 5 schools per month to conduct spot checks on the implementation of the HKs for girls.

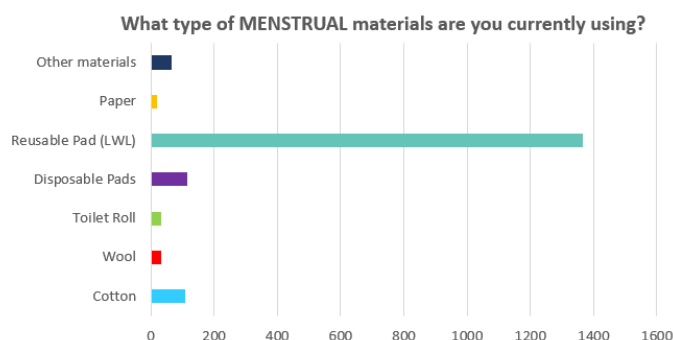
Compared to baseline data established by Girls Access to Education (GATE -UNICEF) in Tonkolili and Kono in 2018, there has been a notable shift away from disposable, cotton, and wool sanitary products to reusable pads distributed by LWL output 1. The data below gives a comparison of the number of girls using reusable products in 2018, compared to the current profile across JSS schools.

2018 – Kono and Tonkolili (Sample 300 Girls)



unicef
for every child

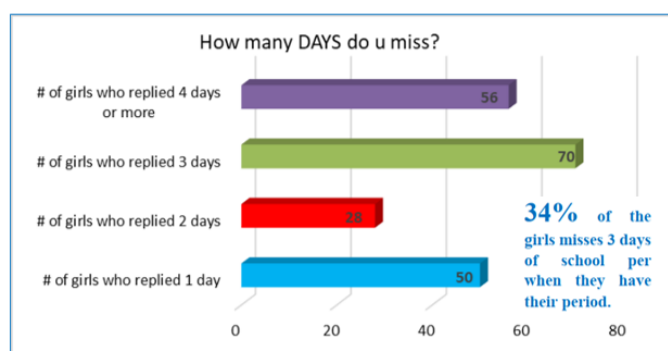
2019 - All 16 Districts (Sample 1586 Girls)



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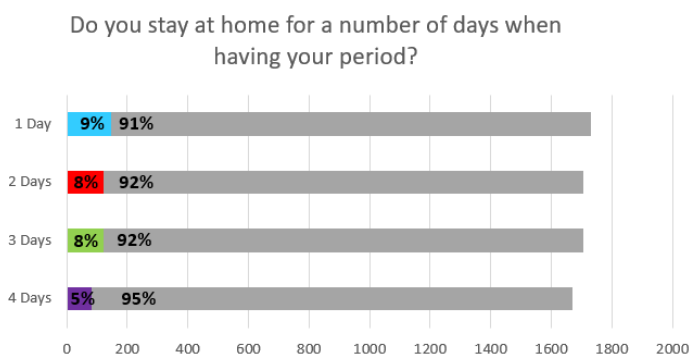
There is early evidence that with the availability of HKs, girls are missing less days of school during menstruation. Interviews with girls and surveys carried out by DIOs show that girls feel more confident attending school wearing reusable sanitary items. Although girls may still be missing days off school, missing days off school specifically due to having periods is currently a factor for less than 8% of girls across spot-checked schools.

2018 – Kono and Tonkolili (Sample 300 Girls)

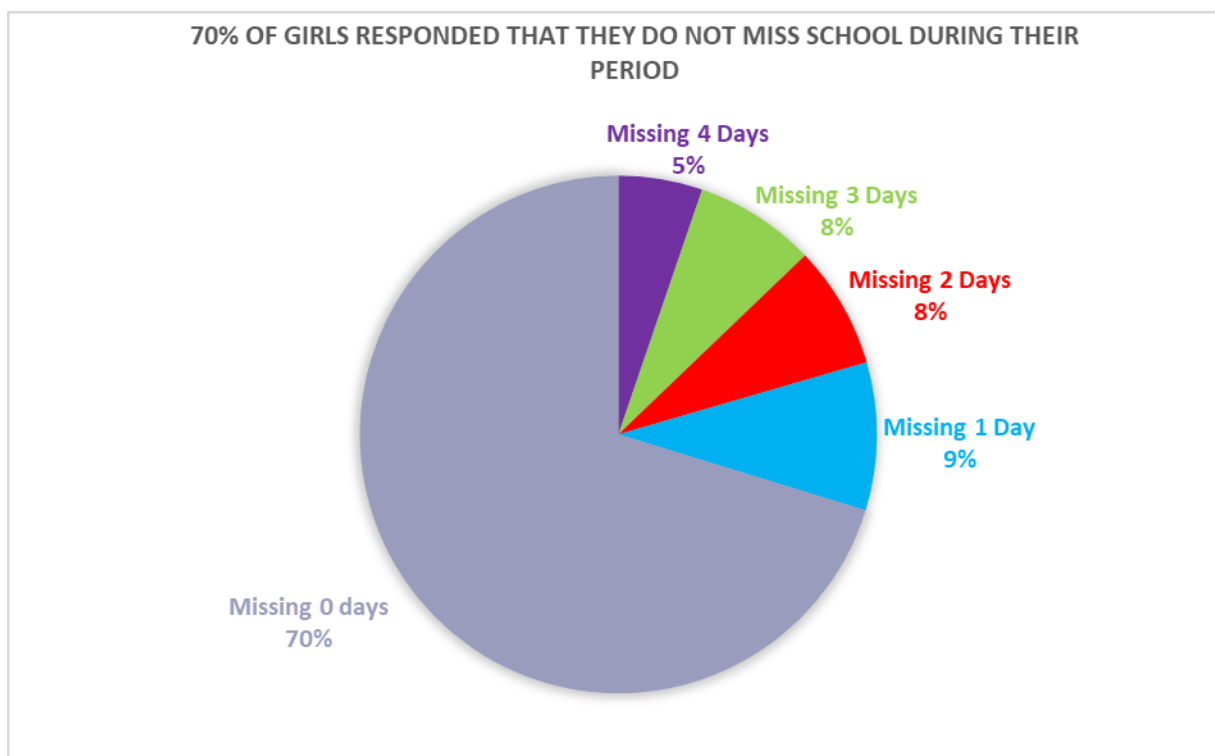


unicef
for every child

2019 - All 16 Districts (Sample 1586 Girls)

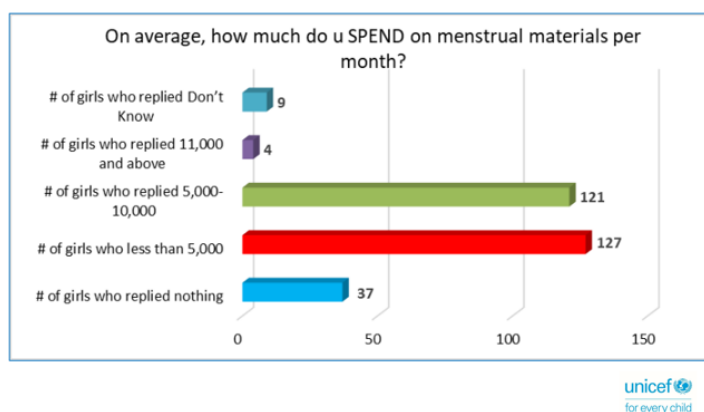


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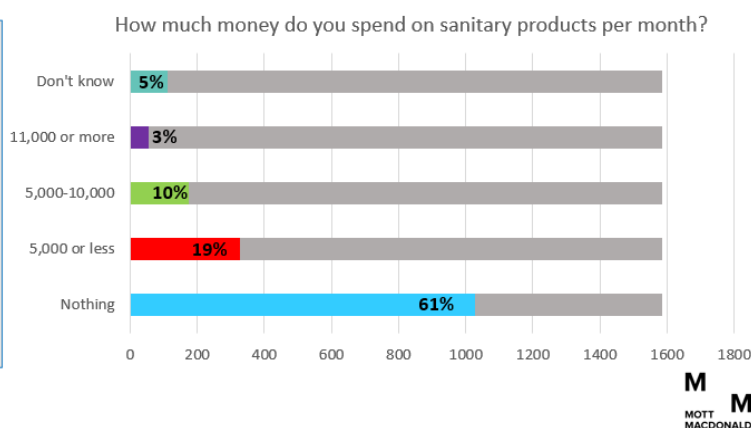


The introduction of reusable sanitary pads has had important economic impact for girls. Spot check data indicates that the financial burden of purchasing sanitary products has decreased for girls in the sample groups. In 2018, GATE (UNICEF) research established that 40% of girls who responded to surveys in Tonkolili and Kono were spending between 5,000 and 10,000 Leones per month on sanitary products. In September and October 2019, only 10% of girls who responded to surveys across all 16 districts were spending up to this amount. The majority, 61% of girls who responded to surveys, are currently not spending any of their money on sanitary products.

2018 – Kono and Tonkolili (Sample 300 Girls)



2019 - All 16 Districts (Sample 1586 Girls)



Interview feedback from 483 girls across the 16 districts include three recurring points:

1. There are only a small number of HKs available in XXXL size
2. Girls want support when their soap runs out (after 1-2 months)
3. HKs should be distributed to upper primary and SSS girls

Activity 1.2.2: Procurement and scale-up of HKs for SSS Girls

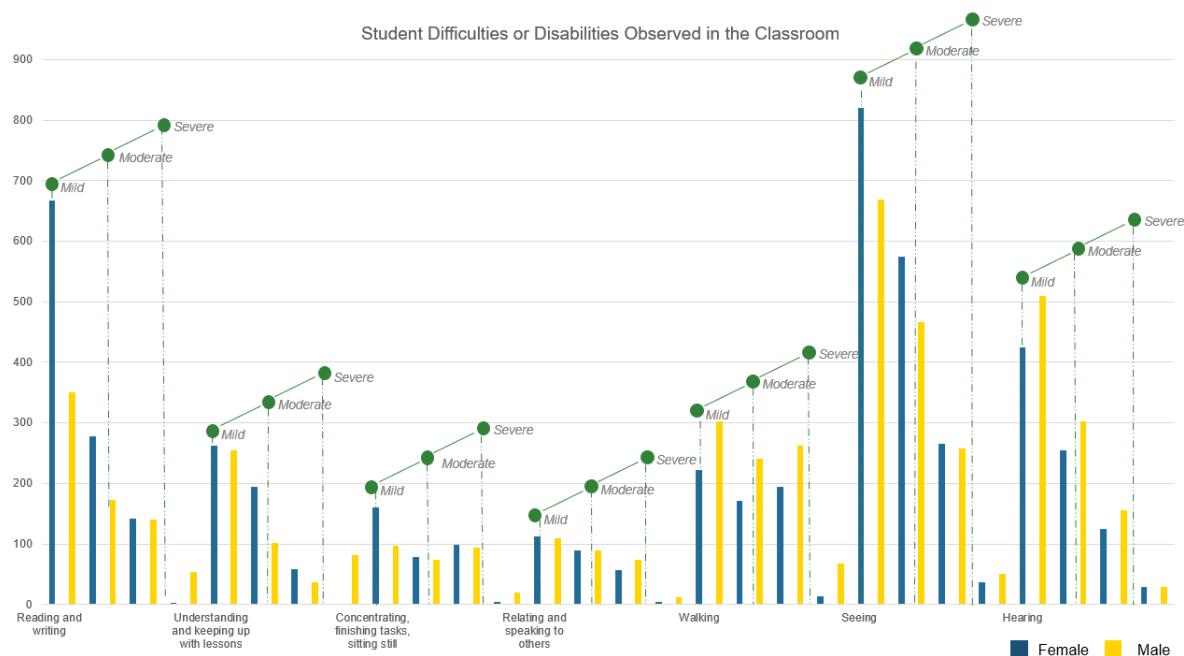
The impact of HKs for JSS girls is encouraging. The team is confident that provision of HKs to SSS girls will be the next step. The team aims to finalise procurement before December 2019 and distribute items as soon as available.

Objective 3: Identification of Students with Disabilities and Provision of Assistive Devices

Activity 1.3.1: Identification and Validation of Students with Disabilities

Teachers received a copy of the disability checklist in December 2018. Teachers were asked to observe their classrooms and see if they could 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.

In March 2019, our DIO team received training on how to provide validations together with teachers to assess whether students have mild, moderate or severe disabilities based on checklist indicators. The checklist was designed to reflect international standard practice using the Washington Group Indicators and relying on the identification of basic functions (Child Functioning Module). Based on these checklists 10,414 JSS students have mild, moderate or severe disabilities. These are difficulties that potentially impacts their ability to access education and make progress in learning. Up to 60% of these students have a physical impairment, the biggest group includes 3,140 students with mild, moderate and severe visual impairments. The remaining 40% of students have a learning difficulty or mental disability. The data below gives a summary of disability data across LWL supported schools in all 16 Districts.



Our team is now working with local service providers to arrange the appropriate assistive devices for students where possible. Not all forms of assistance can be provided by the LWL programme. High-risk interventions such as surgery, prosthetics, and digital implants will not be possible. Our immediate focus is to provide eyecare and basic mobility support. We also recognise that local services are underdeveloped in being able to provide help for students with learning and mental

disabilities. To support those students our best channel is by providing teachers and parents with more tools to improve methods of engagement with the students and reduce stigma.

Activity 1.3.2: Disability Inclusion and Case Management Training to District Inclusion Officers

DIOs received a 5-day in-depth training on disability in the week of 4-7 November. During this session DIOs received detailed and practical training on how to manage a student with disability to ensure any assistive devices are provided to the student are maintained well, family members are sensitised, and follow-up is done to ensure that the device is used correctly. During this training, DIOs learned each step in the process of providing an assistive device to a student.

Starting in November, DIOs will be engaging with local service providers to monitor the process for students to start receiving assistive devices. Not all 10,414 students will receive a device. Based on current data we estimate that nearly 1,000 students qualify for a device that is safe, sustainable, and available from local vendors. Schools in Moyamba, Bombali, Kono, and Kenema contain students who have already received support from HI, PLAN, CARE and other partners. To avoid duplication, these students will not be prioritised for further support. We will continue to conduct follow-ups visits and assess their needs on a case-by-case basis.

Activity 1.3.3: Finalisation of Gender and Disability Inclusive Pedagogy Materials and Approval with MBSSE

To support students with learning and mental disabilities, teacher training is key. The DIO team has been trained on teaching strategies to support students with learning difficulties. DIOs and SSOs will continue to provide further support to teachers to implement such strategies in the classroom.

Our next step is to get approval from MBSSE for the GDRP guidebook for teachers. Teachers will be encouraged to follow the same TLC model as has now been established at JSS schools.

Objective 4: Finalisation of Girls and Boys Club episodes and validation of episodes with MBSSE

Activity 1.4.1: All 17 Episodes recorded with actors

The team finalised all 17 episodes with the recording studio. Final episodes were signed off on 7th November 2019. All final episodes are available on the project central systems.

Activity 1.4.2: Validation of episodes with MBSSE and partners

A validation meeting took place on 29th and 30th October. MBSSE invited 70 district and central partners to review the radio episodes.

Activity 1.4.3: Training of principals and mentors to manage radios and to facilitate sessions at school level

The team discussed with TSC and agreed on a date for this training. 16th to 20th of December was suggested. These dates mean we can avoid having principals and mentors out of school during term time. Radios are planned to be distributed after this training, starting in January 2019.

Objective 5: Develop Social Behavioural Change Communication (SBCC) strategy with MBSSE

Activity 1.5.1: Draft SBCC strategy

Our team worked with MBSSE over the past few months to develop a SBCC strategy to address community issues relating to:

- Gender based sexual violence outside of school
- Early and forced marriage
- Female Genital Mutilation (FGM)
- Disability discrimination and more

Together with MBSSE we had a workshop on 31st October. Participants included the MBSSE Communications Manager, MBSSE Broadcasting Director, MBSSE FQSE Radio Director, MBSSE Disability Adviser, MBSSE Gender Adviser. We continue to work with this group to finalise the strategy.

Programme output 2 - Improving learning conditions in secondary schools

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

Objective 1: Provision and use of structured lesson plans

Activity 2.1.1: Printing and distribution of SSS LPMs

A survey completed by SSOs indicated 15,289 LPMs needed to be printed. After stock taking of the remaining LPMs kept in district MBSSE stores and MMSL office, we printed 15,000 copies of SSS LPMs and they have been distributed to all schools based on need (captured by the survey).

Distribution of LPMs is underway for TTCs nationwide.

Monitoring reports within this reporting period clearly show that all maths and English teachers in government and government-assisted secondary schools now have full sets of LPMs for delivering their lessons. Additionally, some teachers are now conducting extra classes to cover gaps and teachers are now willing to be guided by SSOs and have been following their recommendations given in feedback after observations.

Following visits to six teacher training institutions to formally introduce and present soft copies of SSS LPMs and PHBs, follow up visits have been planned to present hard copies of SSS LPMs and discuss the use of these resources whilst identifying the need for other forms of learning materials.

Activity 2.1.2: Chieftom sensitisation on handling of Pupil Handbooks (PHBs)

A coalition of civil society organisations was, at the request of the FQSE Secretariat and MBSSE, engaged to carry out chieftom level sensitisation of communities to improve understanding of FQSE books for better handling and use. This was a follow-on from a similar district level exercise carried out earlier in the year.

Chieftom meetings and community outreach sessions were convened in all 190 chiefdoms bringing together 100 community people in each of the chiefdoms. Outcomes of the outreach sessions reinforce chiefdom authorities' commitment to ensuring that parents are well informed about the

guide and the educational benefit it will bring to their children if they use the books at home to study. This approach has increased the number of parents collecting PHBs for their children. In the classroom pupils are now using the PHBs alongside the teacher using LPMs.

Media engagement through radio talk shows at regional levels and road shows at chiefdom levels were organised targeting people who do not normally listen to radios. This increased the reach of people getting the message.

Objective 2: Teacher coaching, training and support

Activity 2.2.1: Coaching provided by SSOs

This quarter there were two months (19th July to 16th September) when no lesson observations were conducted by SSOs. This was due to school closures for summer holiday. September saw **1,518** observations which is relatively low due to schools only having returned to school in the second half of the month. October saw the highest number of observations of **9,316**. New pedagogy questions were introduced to the Tangerine platform to improve lesson observation data. The new questions capture responses on a scale of 1 to 4 instead of yes/no. This shows in more detail the extent to which teachers are using specific pedagogy techniques. It will help monitor and support their progress. Not all SSOs have updated to the new format so we will need to report on findings from these questions next quarter.

Activity 2.2.2: SSO Learning Circles (LC) and Professional Development Week

3 LC sessions were conducted in the months of August, September and October. During this quarter, SSOs were provided with the organisational, monitoring and influencing skills to ensure school authorities hold teachers to account in their delivery of quality lessons. Through the LCs, SSOs were also provided with the requisite skills in recognising signs of bullying, peer-to-peer violence and abuse and how to respond when it occurs. SSOs are now using these skills to ensure teachers and school authorities are committed in the implementation of the RVS guide. Additionally, administrative challenges impacting SSOs work in the field were discussed and possible solutions shared among team members for action.

SSO Professional Development Week was conducted in September before the reopening of schools. At the same time an SSO induction was held for new SSOs. The week of professional development served as a refresher week for SSOs to renew their understanding of their deliverables during school observations and discuss the upcoming activities for the academic year. SSOs were briefed on the new performance evaluation framework. They were also trained on how they can improve learning time in classrooms and increase pupil participation. They were provided with tools to adequately check and support learning. DIOs led discussion on anti-bullying strategies in schools, child protection and the disability validation process. SSOs were informed of the upcoming academic activities such as Winning Team Pupil Remediation, Teacher Research and LCs. HR and operations team members led discussions on eye testing, business ethics and safe way to work.

Activity 2.2.3: School Leadership Training with Heads of Department and Principals

In September, we conducted school leadership training with JSS and SSS HoDs for maths and English. 2,951 HoDs were trained. Whilst the training covered subject content and academic leadership, improving learning time was the focus. The school leadership training did not include principals this time because it was not feasible to train all HoDs and principals just before schools reopened. However, we held a 'Meet and Greet week' where principals were inducted by SSOs on upcoming initiatives. Our findings show that we need more engagements with Principals and next quarter we

plan to hold principals training and work with TSC to explore the possibility of delivering this training in the last week of the term.

Activity 2.2.4: School-based continuous professional development (CPD)

Last quarter we designed a school-based CPD model with consultants and TSC. The model was introduced to all JSS and SSS HoDs as part of their training this quarter. They spent one day understanding the approach, how to implement it in school and received training on key subject content from term 1. The school-based model was designed to help teachers drive their own CPD. Teachers know their classroom best and by working together can develop local solutions to problems.

Very few schools have implemented the school-based CPD training to date. The main reason for not implementing it is lack of funds to provide transport or refreshments for teachers to attend a Saturday session. LWL also reviewed and could not find a robust mechanism to transfer funds to every school for travel and refreshments. Some schools who ran the Saturday training used their own school budget. The findings from the review will be analysed and discussed with TSC in November so that more schools are supported to implement the school-based model. Ultimately, the school-based model is the path to long term sustainability and will be promoted with TSC during the course of 2020.

Activity 2.2.5: Teacher Research



The Teacher Research Pilot supports star teachers to look closely and critically at their classrooms and their teaching so that they can develop a deeper understanding of what worked well, what didn't and why. This helps them find solutions from within, in a continuous way. In September 2019, we held a training workshop for selected Teacher Research *Mentors* and Teacher Research *Teachers*.

16 TSC DDs and 28 SSOs attended the mentor training. The workshop was successful in creating a cadre of

professionals (now called Teacher Research Mentors) who seemed ready to take on the responsibility of initiating teachers to conduct exploratory teacher research through a 2-day workshop and mentoring teachers work during the first phase of the action research work in classrooms from September to December 2019. The training provided a platform to discuss issues around the what, why and how of exploratory action research in a Sierra Leone classroom. The range of skills and activities involved in mentoring, the quality of being systematic and professional in carrying out teacher research were highlighted. DDs and SSOs' engagement with the activities on the workshop was an indicator of their interest and eagerness to participate in this 'new' activity of LWL.

220 teachers from across all 16 districts attended the teacher training in 4 regions. Teachers recognised that it is different to other trainings in that they are not there to receive subject knowledge or pedagogy skills. Instead, the workshop aimed to develop skills to go into the classroom and reflect and improve upon these things themselves. Follow up interviews showed that teachers were motivated by the teacher research and had understood and in some cases applied reflective practice. They will now be supported by their mentor to develop a research question.

The review in October showed that more ongoing support is needed for mentors and teachers to take their learning beyond the workshop. WhatsApp groups will be activated where teacher research teachers from India and consultants experienced in teacher research can provide advice, answer questions and facilitate sharing of best practice in the form of a community of practice.

Activity 2.2.6: Teacher Registration

In line with one of LWL's Theory of Change assumptions '*Teachers paid regularly; adequate numbers of English and maths teachers allocated according to need (e.g. in rural areas)*' we have provided support to the Directorate of teacher registration and license of the TSC to conduct a pilot registration of trained and qualified teachers in Western Urban. This exercise aims at registering trained and qualified teachers and subsequently provide a register of teachers including their specialty, experience, gender, locations and contact details.

Objective 3: Proactive remediation and support for students

Activity 2.3.1: JSS Pupil Remediation roll out

Our findings from the JSS Pupil Remediation Pilot showed that the 'Grouping and Assessment' element was well received and useful for schools to understand ability levels in JSS 1. We developed an Assessment and Grouping Toolkit and trained all JSS and SSS principals and HoDs on its use. We disseminated the toolkit to schools in September. Schools could choose to use the toolkit and assess JSS1 pupils and group them by ability. We will follow up next quarter to understand if the grouping has been used and the outcome of this.

2.3.2: SSS Pupil Remediation Pilot

SSS Pupil Remediation Pilot began in 10 schools in Falaba/Koinadugu and 10 schools in Moyamba. Winning Teams facilitators delivered training to teachers, principals, and community facilitators on how to implement a peer-to-peer maths remediation approach in their schools. The Winning Teams approach puts SS2 pupils in study groups after school. It uses PHBs questions to improve subject knowledge and develop learning skills through group discussion, peer-to-peer teaching, and self-assessment through game methodology. Following the training, the Winning Teams facilitators supported community facilitators to implement their first session in schools. The approach was well received by schools, especially as many schools were remote and didn't have access to new learning approaches. A challenge in all districts was finding community volunteers with required senior secondary maths skills. Only 5 facilitators could be identified in each district and they will need ongoing support. This will need to be reviewed and we could decide that teachers will be the facilitators in a scale up. Next quarter the Winning Teams facilitators will return to schools to evaluate the implementation and identify what is working well and areas requiring further support. Throughout November remote support will be provided through WhatsApp groups.

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 Education Sector Plan (ESP)

Activity 3.1.1: Support MBSSE to operate a unified targets, benchmarks and standards system led by a coordinating targets, benchmarks and standards (TBS) committee

The frequent absence of the Minister, who is chairman of the TBS committee, due to clashes with other high-level functions, resulted in a number of postponements of meetings. The original shared TBS list was reviewed and fine-tuned. It is inclusive of the school calendar, will be shared in early November starting with the Inclusive Management Team of the Ministry. An agreement has been reached for the meeting day of TBS committee to be moved from Thursdays to Tuesdays at same time and venue. TBS meetings to take priority over other MBSSE meetings and slot to be ‘ring-fenced’. Meetings will go ahead in the absence of the Minister and urgent issues requiring his endorsement will be sent to him by WhatsApp if he is out of Sierra Leone.

Activity 3.1.2: Provide comments, guidance and input for work being done around the FQSE 5-Year implementation plan and innovations in education programme

The agreed TBS targets and benchmarks continue to be aligned with targets agreed for the FQSE 5-Year Implementation Plan which has been aligned with the ESP but also takes cognisance of the relevant elements in the manifesto of the current government. We reviewed and made inputs to M&E and results frameworks for the FQSE 5-year Implementation Plan in discussions with FQSE Plan Consultant and discussed possible content of presentations to be made to the Ministry of Finance (MoF), cabinet and President by the FQSE plan consultant.

Work has continued with the Human Capital Development (HCD) Unit of the Directorate of Science and Technology Innovations (DSTI) from State House. We participated and led in providing inputs from the MBSSE on the shortlisting, interviewing and selection of service providers to be involved in the ‘experimental’ stage of the innovation challenge. We also advised and participated in follow-up meetings with individual SPs as well as discussions with others involved in the intervention.

Objective 2: Support the delivery of government reform priorities

Activity 3.2.1: Support in drafting of key policy statements on education provided

Support was provided to MBSSE on the following drafting tasks:

- MBSSE draft version of the press release/public notice on school attendance of pregnant girls as well as the revised version following meeting with donors.
- Drafting of the MBSSE version of the Concept Note on A National Dialogue on Education as well as the accompanying Power-point presentation. Shared both with Ministry of Tertiary and Higher Education (MTHE) staff and partners for inputs and suggestions for improvement.
- Drafting of cabinet briefings on a variety of issues as well as providing support on preliminary draft of press release/public notice on WAEC ‘scratch card’ demands by principals and purchase by examination candidates and/or parents.

- Preparation of a power-point presentation on the FQSE programme and related activities/interventions for the US Embassy.

Activity 3.2.2: Further analytical work on performance in WAEC conducted examinations

Carried out further detailed NPSE and WASSCE analysis work and associated power-point presentations for individual districts as required by the Minister and CEO for Pujehun and Kambia. The results were presented on behalf of the MBSSE in Pujehun.

Received and carried out initial analysis of the BECE results as well as providing support in drafting of report on performance for the Minister, for sharing with the cabinet, the CEO, staff of the MBSSE and the public. With many new schools being given codes by WAEC in a haphazard manner, we are currently still awaiting confirmation of district JSS with WAEC codes from DDEs so that a district level analysis can take place in November. In the meantime, the performance league table for schools has been produced as well as the order of merit for candidates. Additionally, support has been provided for the Western Area placement analysis to be completed, the placement meeting held and the date for commencement of SSS 1 classes agreed.

Some subject analysis performance work commenced with a focus on the core subjects, especially language arts and mathematics. This work will be continued in November.

We provided the Director of Planning and Policy with 2017, 2018 and 2019 datasets for the NPSE, BECE and WASSCE.

Activity 3.2.3: MBSSE supported in strategic coordination of partners

Continued support to the MBSSE on issues to do with Global Partnership for Education (GPE) project implementation, as well as Education Partners Group (EPG) / Ark of the UK and Oxford Policy Fellowship. An MBSSE selected Oxford Policy Fellow is based at the Ministry to help with work on obsolete legislations and policies.

Activity 3.2.4: Routine technical advice to MBSSE provided

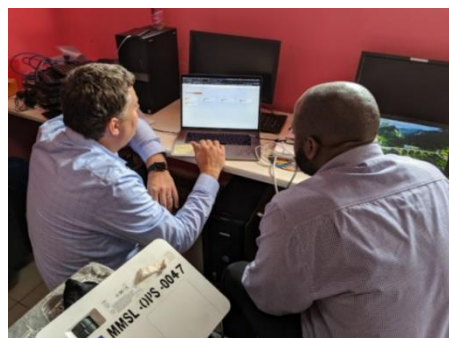
Routine technical advice was provided at the request of the Ministry on a range of sectoral issues including redefined roles and responsibilities for MBSSE HQ relative to the DEOs, reducing conflicts between the different players at the district level, examination malpractices and issues to do with staff of the National Office of WAEC in Freetown, importance and use of SGLA research/study findings, and locally generated funding to help finance FQSE implementation. In addition, the Director of Planning and Policy was provided with 2017, 2018 and 2019 datasets for the NPSE, BECE and WASSCE together with advice on use of the data.

Objective 3: Technical capacity building for MBSSE personnel

Activity 3.3.1: MBSSE training on developing and editing forms in Tangerine

Training on developing and editing forms in Tangerine was conducted at the British Council Digital Hub between August 26th and 28th 2019. At the training were officials from three departments within MBSSE: ICT, EMIS (Policy and Planning) and the FQSE Coordination Unit. In addition to this there was representation from the Teachers' Service Commission.

The training content was designed to give participants a stronger background in what Tangerine can and can't do and how it could be used to supplement the existing data from the Ministry with more real-time data from schools and classrooms.



The training was a real success and exceeded expectations for the level of attendance, genuine interest and commitment to learn. It is rare that trainers have to request trainees to stop their work and take lunch or go home, but this happened across all 3 days. The presence of Horatio Nelson-Williams, John Ansumanna and Richmond Redwood-Sawyer confirmed interest at the senior level.

Although there were variable skill levels demonstrated reasonable competence and progress was made by all. Many of the trainees did not take to Tangerine as intuitively as might have been expected by data/ICT staff. However, what was most impressive was the perseverance and progress over the 3 days. By the end of day 3 all had developed their own forms from scratch, some with errors but several to an impressively high level with complex skip logic.

At the request of participants we ran a session on advanced skip logic at the end of day 3. We have also kept the training environment open at the request of participants and will be sharing practice forms with them. This has built a strong foundation for future involvement.

Next steps

At the end of the training a few things were agreed:

- Continued engagement between LWL and MBSSE/TSC on Tangerine skill development – a WhatsApp group was setup and additional practice forms committed too
- MBSSE/TSC to be involved in all future form development work – with MBSSE now possessing the basic skills they will be involved in all development work that is relevant to them.
- A second training session is planned for November. This will be held to continue the progression and link to live development of MBSSE forms.
- The TSC representative was one of the most capable participants and will report back to TSC about their potential use of Tangerine.

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. National rollout of Tangerine to supervisors initiated with training/capacity building in using Tangerine

Activity 4.1.1: Rigorous performance management and accountability system at district and school level

With plans developed, focus switched to supporting districts to initiate implementation and track performance. The opportunity to do this at the beginning of the quarter was prevented by schools being closed and impacted in September by the urgency of re-opening schools and the distribution of materials. However, this process has now begun and, in October, 15 of 16 districts held performance management meetings using their action plans and performance monitoring tools. The challenge is now to embed these practices, support better use of available data for decision-making and help districts to adjust based on performance. In coming months, we will seek to align these action plans with district activity budgets for 2020 so that it is clearer to districts how activity budgets (largely compliance and input focused) and performance-focused action plans can fit together.

Activity 4.1.2: Use Tangerine to improve flow of data from schools to MBBSE to support evidence-based decision making

A number of steps were taken this quarter in relation Tangerine and the flow of data. Firstly, as outlined above the Supervisor Tangerine platform was initiated nationally. Good progress was also made to enable a Principals pilot to be developed and tested next quarter. This progress with embedding Tangerine more in MBSSE was helped by a very successful training process with MBSSE and TSC which excited them about the potential and gave them skills to be able to work with Tangerine independently as well as with LWL.

Tangerine for SSOs was also upgraded for the new year based on feedback from the last year and priority areas for support. DSOs were also supported with tools and training to help them use Tangerine to manage and improve SSO performance. October 2019 saw the highest number of observations which was encouraging.

The monthly reports to stakeholders were revised this quarter with a lengthy monthly report condensed to 7 key slides for clarity. A second and changing 'single-issue' was also produced to highlight some really key issues that Tangerine is able to bring to the surface. In August this focused on curriculum coverage (or lack of) and in September on attendance. These have been used to engage with Government and DP stakeholders better on key issue in an evidence-focused way.

Activity 4.1.3: Reactivating supervisors

The focus for Supervisors this quarter was the initiation of supervisors to Tangerine. Also, notable this quarter was the movement from MBSSE on supervisor recruitment. Adverts have been published and the recruitment exercise is expected to conclude towards the end of 2019. With this in mind engagement has begun with MBSSE and DFID on support to the new cadre. One decision that has been made is for LWL to provide capacity building but not motorcycles. A programme of

support for new hires and a re-skilling of existing hires is under development and will be ready for deployment after new recruits are in place.

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

Objective 1. Preliminary findings of SGLA III shared with MBSSE and districts

Activity 5.1.1: Submission of SGLA III cleaned and anonymized datasets to MBSSE

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

- Anonymised datasets: Principal interview data, teacher interview data, pupil background, assessment data, disability background, and school observation data. These are available in both Excel and STATA formats.
- Survey instruments: all instruments are in the folder in PDF format, except the pupil assessment forms. We use the same test items (with minor modifications) in subsequent rounds of the SGLA and therefore we would like to withhold publication of the assessments.
- Data documentation/guide: this PDF document gives a detailed description of all datasets, variables therein, sampling strategy, contact details in case data users have any questions, and anything else a data user might need (whether a policymaker at MBSSE or an academic researcher anywhere in the world).

Activity 5.1.2: Informing programme implementation, policy and strategic planning

A summary of the SGLA III results was presented to newly-recruited SSOs as part of their induction programme to inform them of the state of teaching and learning in schools to help them prepare for the task ahead. Similarly, a presentation of the SGLA results was made to newly recruited TSC district DDEs and LWL DIOs as part of the LWL activity roll out with district stakeholders of education (ie DSOs, DIOs, TSC and MBSSE DDEs).

The results of SGLA II and its implications for teaching and learning were also presented in a training of trainers' workshop on school leadership training. The aim was to introduce SGLA results to teachers through principals and heads of departments (English and maths) of LWL schools in order to help inform teachers on the status of teaching and learning in Sierra Leonean secondary schools.

Activity 5.1.3: Validation of SGLA III preliminary findings:

Preliminary findings of SGLA III were presented to various key stakeholders in mid-October to find out if they make technical, political and institutional sense and whether they can be used to improve teaching and learning. The central theme for this year's validation meetings is a hypothetical school child whose story is used to trace the source of the challenges in Sierra Leonean secondary

education to give stakeholders the chance to reflect on what can be done to put education back on track.

Apart from one-on-one meetings held with directors at MBSSE, there were meetings with:

- The LWL Technical Team
- DFID
- MBSSE
- TSC Directors and Conference of Principals of Secondary Schools representatives (CPSS)
- TSC and MBSSE Deputy Directors of Education Standards setting committee

The first presentation was held with the LWL programme team. The presentation gave an opportunity to the team to reflect on the SGLA III results in terms of what they mean for the programme and how the output 5 team could help shape the plans of the different outputs. The second presentation was to DFID with the aim of getting comments on the findings and to seek advice on how to engage with government officials and MBSSE stakeholders in subsequent presentation of the results. The presentation to MBSSE who are the major beneficiaries elicited constructive comments and brought to the fore, the need for a concerted effort to address the challenges in education. It also highlighted the importance of investing wisely in order to make the best use of resources to improve upon education. The meeting with the TSC directors and representatives of Conference of Principals of Secondary Schools (CPSS) centred around teacher management and the performance of pupils in the SGLAs. The participants were shocked at the poor performance of pupils and stressed the need to get more qualified teachers and to also make the new curriculum available to schools. The district level stakeholders meeting elicited comments on the need to strengthen monitoring, getting more trained and qualified teachers to the classrooms as well as making learning attractive to pupils.

Key risks, issues and mitigation: In most cases when the SGLA results are presented, a lot of promises and suggestions on how to resolve the problems in education are made. However, after these meetings, little or no actions are taken. However, this year the Minister of Education has himself taken an interest in the SGLA and it is believed that he will be able to steer his staff at the Ministry to act and resolve some of the challenges in teaching and learning.

Objective 2: Qualitative deep dives study to better understand what works

Activity 5.2.1: Agreement on topics for further deep dive studies using output 5 annual budget

A TOR for the deep dives was written in September and shared with stakeholders for their comments. Fieldworkers have undergone a six-day training and two-day pilot and fieldwork is underway.

Management & Administration for quarter 10, August to October 2019

Programme management responses over the quarter were focused at accommodating significant increases across a number of operational parameters – increased student enrolments in response to FQSE, increased number of approved schools by MBSSE, and two additional districts in Karene and Falaba. Deployment of additional project resources was required to ensure that project field support remained fit for purpose.

Activity 6.1: Recruitment

To meet the increasing demands and scope of FQSE implementation, the following key recruitments were made during the quarter:

- 25 additional School Support Officers (SSOs) to improve the quality and spread of school visits and teacher observations;
- Three DSOs and two DIOs for the new districts (a third DSO needed following split of Western Area Urban into to enable better management of the large number of schools and teachers)
- One Fleet and Safety Officer to improve compliance and safety in use of motorcycles by SSOs and other project personnel allocated motorcycles;
- One Programme Officer and one Programme Assistant to increase the capacity of the Operations team.

Activity 6.2: Procurement

The following associated procurements were carried out during the quarter.

- Basic office furniture, equipment, generators, and internet facilities for Karene and Falaba DEOs. This is to enable the new DEOs to function.
- 35 new motorcycles for the additional team members and replacement of old motorcycles of some existing SSOs;
- Reprinting of 15,000 copies of Lesson Plans to fill in supply gaps;
- Procurement of 74 tablets for school supervisors to introduce them to use of Tangerine. A further 250 will be bought in December for the rollout of Tangerine to principals;
- Additional PPEs (elbow and knee guards and gloves) for all motorcycle users were purchased for distribution to users in January.
- Introduction of a GPS tracker system supplied by Frotcom to track the fleet of LWL motorcycles. This system will be deployed before the end of the year.

Activity 6.3: Forecast and expenditure

At the end of the current quarter, variances of actual expenditure from forecast were as follows:

- Financial year-to-date (April to October) = -0.2%
- Rolling three-month period (August to October) = +0.6%

Forecast expenditure for April to December 2019 currently stands at approximately 73% of the total financial year forecast. Whilst we realise that DFID's overall target is to spend 90% of annual forecast expenditure by December, that is simply infeasible in this programme. We are doing our best to move towards that target within the constraints imposed by workplan objectives, the school calendar and the need for responsiveness to government partners

Activity 6.4: Other management updates

DFID conducted a spot check of programme assets in the Freetown project office and gave positive feedback and confirmation that all concerns raised by DFID earlier had been addressed.

The use of DFID Contracts Finder to advertise all procurements over £25,000 internationally was introduced as a mandatory procurement process. Following this, contracts have been successfully awarded to Humanity & Inclusion for inclusion training and Transaid for motorcycle training.


Key programme risks in quarter 10, August to October 2019



One new risk was introduced in the quarter while four existing risks had their probability rating altered.



- Changes in the administration of MBSSE introduced a new risk of delays in scheduled activities.
- The risk associated with the quality and delivery of School Support Officers lowered from Medium to Low.
- The risk related to the likelihood of motorcycle injury to field personnel increased from Low to High following the tragic death of the District Inclusion Officer for Kambia following a motorcycle accident.
- The new risk on Safeguarding introduced in the last quarter increased in probability from Low to Medium given one reported case from a school currently being referred to the TSC.
- The risk of natural disasters due to heavy rain reduced from High to Low as we reach the end of the rainy season.

In the table below, arrows in the second column indicate the rating of a risk in a given quarter, i.e. whether it has been uprated in importance (up arrow), downrated (down arrow) or remains the same. The key risks identified below are a selection of risks from the programme's Risk Register with impact and probability rating of medium or high during the review period.


Table 3 key risks and management for the quarter August to October 2019

Key Risk	Impact	Mitigation
Political commitment to delivery of agreed FQSE/MBSSE activities; risk of: <ul style="list-style-type: none"> • change in MBSSE administration leading to delays in implementation or cancellation of planned activities • change in personnel causing disruption or loss of continuity in flow of work 	 <ul style="list-style-type: none"> • Derailment of activity schedules to adequately prepare teachers, boards of governors and ward education committees for the next school term. • Failure of the project to achieve its stipulated financial expenditure targets for the calendar year. 	<ul style="list-style-type: none"> • Comprehensive handovers from outgoing to incoming MBSSE administration • Early engagement with new MBSSE administration • Prompt review of project workplans and schedules to allow corrections to financial forecast before year end

<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 implementation at decentralised levels 		<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 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 • Strengthening of payment processes

			including introduction of mobile money
Motorcycle accidents (SSOs/DSOs/DIOs/DPSOs)	↑	<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, bully, abuse or harass others 	→	<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 • Subversion of the purpose of development assistance 	<ul style="list-style-type: none"> • Up-to-date Safeguarding policy, code of conduct, and clear processes to implement them • All employees, consultants and suppliers sign up to MM Safeguarding

			<p>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

Key performance indicators (KPIs) for quarter 10

5 KPIs were specified for the reporting period, August to October. The following table shows the status of completion.

Table 4 key performance indicators – progress in the quarter August to October 2019

KPI	Milestone	Status
Output 1 – Improved learning and safety for girls and students with disabilities	<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>	<p>Achieved</p> <p>Following a period of validation school visits, DIOs have compiled a database of Children with Disabilities to inform in-school screening and testing by specialised healthcare workers from November.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Progress report on Assistive Devices • Comprehensive database of CWDs
Output 2 - Improved learning conditions in schools – SSS and JSS teachers have and are using the resources to improve teaching	<i>1,500 SSS students benefiting from pupil remediation pilot</i>	<p>Achieved</p> <p>SSS pupil remediation pilot based on the Winning Teams (South Africa) model with 1,532 students participating in 17 beneficiary schools across 3 districts.</p> <p><u>Evidence:</u></p> <p>Progress report on SSS pupil remediation pilot</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>MBSSE training on developing and editing forms in Tangerine completed</i>	<p>Achieved</p> <p>Well attended training over 3 days at the end of August, with basic skills in building Tangerine forms from scratch developed.</p> <p><u>Evidence:</u></p> <p>Progress report on MBSSE Tangerine Forms training</p>

Output 4 – Strengthened capacity to support schools	<i>National rollout of Tangerine to supervisors initiated with training/capacity building in using Tangerine</i>	<p>Achieved</p> <p>A total of 145 supervisors, on and off payroll, trained to use Tangerine. Only 41 on payroll will receive tablets from LWL as these are accountable assets.</p> <p><u>Evidence:</u></p> <p>Progress report on national rollout of Tangerine to supervisors</p>
Output 5 - Impact of annual learning assessment maximised	<i>SGLA3 preliminary findings presented through infographics shared with MBSSE and districts</i>	<p>In progress</p> <p>Preliminary findings have been successfully shared with key stakeholders including the Minister, the TBS Committee and TSC. Final versions of communication briefs now being produced with stronger infographics.</p> <p><u>Evidence:</u></p> <p>SGLA 3 initial communication briefs</p>

6. Plans for next quarter (Q11), November 2019 - January 2020

The proposed KPIs and milestones for the next quarter (November 2019 to January 2020) are as follows:

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

Milestone: *Strategy for behavioural change communications (SBCC) finalised with MBSSE*

Output 2: Improved learning conditions in schools

Milestone: *85% of government and government-assisted JSS and SSS schools participating in school/cluster-based training*

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

Milestone: *Analysis of performance in 2019 public exams completed and disseminated*

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

Milestone: *Development and launch of principals' version of Tangerine*

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

Milestone: *Full SGLA3 report published and disseminated*

Key activities for quarter 11, November to January 2020

The following are headline activities by output to be delivered during the next quarter.

Output 1: Girls learning and disability inclusion

Q11 Activities	Nov	Dec	Jan
Train mentors to facilitate use of radios at school level.		X	
Finalise radio distribution plans and distribute 2 Girls' and Boys' Club radios to each school.			X
Roll-out of next edition of RVS guide at SSS level. Training all SSS principals and mentors.		X	
Compile GDRP materials into a teacher guidebook and validate with MBSSE.	X		
Finalise SBCC strategy in collaboration with MBSSE.	X	X	

Output 2: Improving learning conditions in secondary schools

Q11 Activities	Nov	Dec	Jan
Conduct coaching visits in all focal JSS and SSS schools	X	X	X
Collect data for supplementary printing of PHBs	X	X	
Conduct school leadership engagement with non-private school principals and assistant principals/HoDs for both JSS and SSS	X	X	
Conduct SSO Professional Development Week and provide differentiated professional development approaches based on SSO Performance	X		
Conduct school-based trainings for maths and English teachers with non-private schools – JSS and SSS		X	
SSO Performance Management and Evaluation		X	
Conduct monthly LCs with SSOs in all districts	X	X	X
Implementation of Pupil Remediation scale up approach in JSS 1	X	X	X
Implement Pupil Remediation pilot in SSS	X	X	
Evaluate Pupil Remediation Pilot in SSS and design scale up			X
Conduct Teacher Research with JSS and SSS teachers	X	X	X
Provide SD cards to all JSS English and Maths teachers with TPD resources		X	

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

Q11 Activities	Nov	Dec	Jan
Get WEC meetings started and monthly bulletin for FQSE disseminated	X	X	
Continue support in determining key benchmarks and dissemination to all	X	X	X
Continue roll out of performance management routines			
Analysis of performance in 2019 public exams completed and disseminated	X	X	X
Provide training on BECE analyses for 'placement' purposes and provide support in WA placement exercise	X		
Continue to provide technical and operational support to the MBSSE on policy issues, FQSE implementation and new directions	X	X	X
Continue support to the MBSSE internal structural and functional review and decentralisation processes	X	X	X

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

Q10 Activities	Nov	Dec	Jan
Production of monthly monitoring report (activity repeated each quarter)	X	X	X
Monthly DEO meetings in all districts and performance monitoring reports (activity repeated each quarter)	X	X	X
Continued support to decentralised system coordination – WEC and FQSE coordination (activity repeated each quarter)	X	X	X
DSO coordination and support (activity repeated each quarter)	X	X	X
Alignment of district action plans with 2020 activity budgets	X	X	
Support enhanced use of evidence/data in monthly performance monitoring	X	X	X
Supervisor Tangerine data collection review and reporting tool development	X	X	
Development and launch of principals' version of Principals' Tangerine	X	X	X
Continue work on Tangerine sustainability plan	X	X	X
New Supervisor induction planning	X	X	

Output 5: Improving capacity for monitoring, research and learning

Q10 Activities	Nov	Dec	Jan
Completion of deep dive fieldwork and report writing	X	X	
Full SGLA3 report published and disseminated		X	
Recommendations workshop			X
LWL perception study			X

8. Glossary of acronyms and abbreviations

ASL	Approved Suppliers List
BECE	Basic Education Certificate Examination
CE	Cambridge Education
CEO	Chief Education Officer
CPD	Continuing Professional Development
CPSS	Conference of Principals of Secondary Schools
CwD	Children with disabilities
DDE	Deputy Director of Education
DEO	District Education Office
DFID	UK Department for International Development
DIO	District Inclusion Officer
DSO	District Support Officer
DSTI	Directorate of Science and Technology
EMIS	Education Management Information System
EPG	Education Partners Group
ES	Executive Secretary
ESP	Education Sector Plan
ESPIG	Education Sector Plan Implementation Grant
EU	European Union
FQSE	Free Quality School Education
FSU	Family Support Unit
GATE	Girls Access to Education
GoSL	Government of Sierra Leone
GPE	Global Partnership on Education
GPS	Global Positioning System
HCD	Human Capital Development
HQ	Headquarters
ICT	Information Communication Technology
IMT	Inclusive Management Team
IP	Implementation Plan

JSS	Junior Secondary School
KPI	Key Performance Indicator
LC	Learning Circle (meetings)
LWL	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
MTHE	Ministry of Tertiary and Higher Education
NPSE	National Primary School Exam
PDT	Presidential Delivery Team
PHB	Pupil's Handbook
RVS	Reducing Violence in Schools
SBCC	Social Behavioural Change Communication
SGLA	Secondary Grade Learning Assessment
SSC	School Safety Committee
SSO	School Support Officer
SSS	Senior Secondary School
SP	Secretary to the President
TA	Technical Assistance
TBS	Targets, Benchmarks and Standards
ToRs	Terms of Reference
TPD	Teacher Professional Development
TSC	Teaching Services Commission
TTC	Teacher Training College
UNICEF	United Nations Children's Fund
VFM	Value for Money
WAEC	West African Examination Council
WASSCE	West African Senior School Certificate Examination
WEC	Ward Education Committee

