

# Leh Wi Lan

Improving Secondary Education  
in Sierra Leone

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

Leh Wi Lan: *Improving secondary education*

November 2019 – January 2020



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# 1. Summary of overall progress

This quarterly report covers the period from November 2019 to January 2020. As is usual at the end of every school term, the programme focused on capacity building for school teachers, Heads of Departments and principals as part of their termly CPD programme. We deployed an expanding group of competent national consultants, whose capacity has also grown through supporting the CPD programme every term. We maximised the school holidays in December to reach trainees without taking them out of school and avoiding a negative impact on pupils' access to learning time.

December saw an integrated output training event for principals that combined activities from programme outputs 1, 2 and 4. There was training on disability, establishing and maintaining Boys and Girls Cubs, implementation of the Teacher Code of Conduct, how to conduct teacher research, how to increase teacher – pupil contact time, how to set up school based CPD events and an introduction to the principals form for Tangerine. This multi output training approach added value for money and showed potential to become the training delivery model going forward, particularly when the same group of trainees is targeted by multiple workstreams.

To improve teacher professional development through a systematic process of reflection and practice, an experienced consultant, Dr Rama Matthews, was engaged to kick start the Teacher Research Programme. This aims to develop classroom research skills of 230 English and maths teachers to be able to conduct research focused on learning, write a simple research paper and present findings at a conference of teachers to be trialled in July 2020. A team of 44 mentors and 4 national consultants has been trained to provide continuous support to teachers.

In November 2019, consultants from Winning Teams, an internationally recognised programme providing remedial education in South African township schools, visited Moyamba and Koinadugu to support Leh Wi Lan's pupil remediation pilot. They provided training and mentorship to 12 School Support Officers, 10 community facilitators and 2 national consultants on implementing remedial mathematics' programmes for 1,500 SSS students in 20 schools. Depending on the analysis of findings and identification of lessons from the pilot, a full roll out will be recommended to MBSSE later in the year.

As the programme approaches its final year of implementation, attention is being given to programme communications, evidence sharing and knowledge management. In December, a communications specialist was engaged to support the programme to plan improvements to both internal and external communications with stakeholders, advise on showcasing project successes, and present learning assessment findings through punchy policy briefs.

Following the tragic death of one of the programme's District Inclusion Officers, Matthew Kamara, in November from a motorcycle crash, a behavioural change initiative around motorcycle safety was introduced. As part of this, behavioural change consultants, Common Collective, a professional network of behavioural change experts, made a week-long visit to Sierra Leone in January to identify supportive practices that can be initiated to change the ways in which SSOs, DSOs and DIOs approach motorcycle riding. The work is still in progress and we expect to implement their findings on completion of a report.

Life Player radios (wind-up radios loaded with interactive content) are being supplied to Girls-and-Boys Clubs in secondary schools to improve students' awareness and responsibility for helping to

reduce gender-based violence in schools. Training in use of the radios was provided to 4,262 principals, HoDs, DIOs and SSOs.

Finally, in January HRH The Countess of Wessex visited Sierra Leone and the Russell Technical School in Tombo, Western Rural. She formally handed over Life Player radios for use by Girls-and-Boys Clubs. This was followed by a discussion with teachers, through the Teacher Learning Circle, on their engagement with the Reducing Violence in Schools Guidebook and School Safety Committees. To end the session, an open and honest discussion was conducted with pupils on their thoughts around empowering girls and reducing violence in schools.



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

Progress is captured as follows: green indicates 'completed', amber 'in progress' and red 'not done'.

## 2. Summary of progress in quarter 11 and actions for quarter 12 for the 5 outputs

Programme Output 1		Girls Learning and Disability Inclusion		
<b>KPI milestone for this quarter (11)</b> <i>Behavioural Change Communication Strategy finalised in collaboration with MBSSE</i>			<b>KPI milestone for next quarter (12)</b> <i>Number of pupils with disabilities reached with assistive devices and other support (target 1,000)</i>	
Planned activities for this quarter (11)	Activity delivered this quarter (11)		Highlights/challenges	Activities for next quarter (12)
Finalise social behavioural change communication (SBCC) strategy in collaboration with MBSSE	A working group with MBSSE communications team was formed in October. Workshops on 30th and 31st October identified the thematic focus of the SBCC strategy and set out a plan of action to refine and implement the strategy.		District-level focus group discussions with key stakeholders including positive deviants (individuals who chose not to carry forward a harmful tradition or violent behaviour) were held from 16th to 20th December in Bombali, Tonkolili, Karene, Falaba, Port Loko and Kambia districts in the Northern region.	Focus group discussions to be held in districts of the Western area, Southern and Eastern Regions.
Support to updating of the Teacher Code of Conduct	Revisions to the 2009 Code of Conduct finalised and validation workshop with stakeholders held under the direction of the TSC.		A phased plan of dissemination to teachers finalised and implementation in progress.	Continued support to TSC for the roll out of the updated Teacher Code of Conduct.

<p>Roll out the Reducing Violence in Schools (RVS) guide at SSS level. Training of all SSS principals and mentors.</p>	<p>All SSS principals and mentors were trained on the RVS guide. At the same time, all JSS principals and mentors received refresher training on the guide.</p>		<p>The training took place from 16th to 20th December. 4,262 JSS/SSS principals and mentors participated in the training. (2,800 males and 1,462 females)</p> <p>25,075 copies of the RVS guide were distributed.</p> <p>Teacher Learning Circles (TLC) commenced in January 2020 in all JSS and SSS.</p>	<p>Continued roll out of the RVS guide in JSS and SSS, with continuous monitoring.</p> <p>Continued monitoring of Teacher Learning Circles (RVS guide roll out), school safety committees, hygiene kits, Life Player radios, murals and other activities via Tangerine and Solstice online tools.</p>
<p>Finalise school murals and positive messages to communicate about safe and welcoming schools</p>	<p>The team finalised more murals, capturing positive messages on school walls to promote safety in school.</p>		<p>Murals are visible, catchy and have key messages for students, teachers and visitors. They convey messages on zero tolerance against any form of violence and provide indications on how to report and respond to violence in school. The teacher code of conduct painted on staffroom walls help teachers understand their role.</p>	<p>Finalisation of any outstanding mural messages and maintenance of mural displays where needed.</p>
<p>Finalise assessment of special needs schools (SNS) and present findings to MBSSE</p>	<p>The team completed a report on 16 SNS across 7 districts and presented the report to MBSSE.</p>		<p>The former MBSSE Minister commissioned a special committee of persons with disabilities to address the challenges of SNS and champion any required actions.</p>	<p>The special committee to validate the SNS situation report through visits to SNS across the country</p> <p>Distribution of assistive devices to SNS.</p>

<p>Disability screening and interventions for students with disabilities</p>	<p>After disability inclusion training in November, all DIOs (with support from coaches from Humanity Inclusion (HI)) organised screenings for students with disabilities in secondary schools. Screenings have been carried out by local medical teams from approved hospitals.</p> <p>Screenings will continue over the next reporting period. The first round of screening focused on eye care.</p>		<p>Screenings are proceeding at slow pace as medical teams have extremely limited time available next to their regular duties at the hospital as well as their engagement to serve other programmes besides LWL.</p> <p>Coordination among line ministries (MBSSE, Ministry of Health and Sanitation, Ministry of Social Welfare, Gender and Children Affairs) on disability inclusion is desirable. Disability inclusion should be mainstreamed in all policies and subsequent action plans related to health in school.</p>	<p>Continued screenings for students with disability in JSS and SSS.</p> <p>LWL team to engage MBSSE and GEC/GLADI steering committee on the need for effective coordination among line ministries on disability inclusion and in particular support for future screenings.</p>
<p>Continued monitoring: HKs for girls.</p>	<p>The team continues monitoring the use of the 182,014 Ks for girls distributed in July 2019.</p>		<p>HKs for SSS girls have been procured and are expected to arrive (by shipment) in Freetown in March 2020.</p>	<p>Preparation of distribution plans for SSS.</p> <p>Distribution in SSSs will be carried out in April – May 2020.</p>
<p>Finalise Life Player radio distribution plans and distribute radios to JSS and SSS</p>	<p>LP radios are scheduled to be distributed in the first week of February 2020. It was decided to distribute to all JSS and SSS included in the list of targeted schools when this activity was planned. Newly approved schools will not be catered for in this first distribution.</p>		<p>LP radios have significant value in the open market and need to be distributed with care and a focus on security.</p> <p>Although the radios are sturdy and not prone to breaking, transport is still a risk. To</p>	<p>Completion of the distribution of radios and commencement of GBCs in JSS and SSS. Followed up with continuous monitoring of the GBCs.</p>

			mitigate the risk of damage in transit, distribution will be carried out whenever possible by 4 wheeled vehicles rather than motorcycles.	Planning on how to roll out the GBCs in newly approved schools that did not receive any radios.
<i>Pending activities from Q10</i>				
Prepare the GBCs LP radios for distribution	All LP radios are now ready for distribution and all content episodes have been uploaded.		Distribution plans for radio distribution are aligned and in place for distribution in January/February 2020.	
Training of principals and mentors to facilitate the use of radios at school level	Training of JSS and SSS principals and mentors on the use of LP radios took place between 16th and 20th December.		A total of 4,262 participants attended the training (2,800 males and 1,462 females).  Principals and mentors are now equipped and ready to support the GBCs.	
Continue development of Gender and Disability Responsive Pedagogy (GDRP) materials and train teachers.	The team continues to develop materials. They will be ready by May 2020.  A section of the disability training on 4th-7th November focused on improving the skills of the DIOs so they can support SSOs and teachers with disability responsive strategies.		Training of teachers will commence in the TLCs after the RVS guide has been fully implemented in schools.	Finalisation of the first draft of the GDRP materials. Followed by planning with MBSSE and TSC on how to support the use of the GDRP materials in schools.



**Programme Output 2** *Improving learning conditions in schools*

<b>KPI milestone for this quarter (11)</b>			<b>KPI milestone for next quarter (12)</b>	
<i>85% of government and government-assisted JSS and SSS schools participating in school/cluster based training</i>			<i>70% of school leaders (principals, HoDs and senior teachers) reporting on actions taken to improve learning time</i>	
<b>Planned activity for this quarter (11)</b>	<b>Activity delivered this quarter (11)</b>		<b>Highlights/challenges</b>	<b>Activities for next quarter (12)</b>
Reprint and distribute SSS Lesson Plans to minimise shortages	16,000 LPMs reprinted and distributed to schools in December			Scale up teacher-videos with TSC approval
Develop pupil remediation programme for SSS	Pupil remediation programme based on the Winning Teams model designed and piloted for 20 SSS in Moyamba, Koinadugu and Falaba.		Evaluation of pilot completed and scale up to be designed in collaboration with MBSSE and TSC	Conduct school-based training for maths and English teachers in non-private schools – JSS and SSS
Share sample sets of SSS lesson plans (soft and hard) with teacher training colleges	SSS lesson plans shared with 6 teacher training institutions in soft copies on a memory stick. Hard copies distributed this quarter.		Teacher training institutions received LPMs positively.	Conduct coaching visits in all focal JSS and SSS schools
Implement and evaluate 3 pilot teacher professional development videos to support teachers to use LPMs and PHs	Teacher videos implemented and evaluated by LWL and now awaiting approval from TSC to scale up.		Delay in TSC approval process.	Procurement and delivery of 270,000 additional Pupil Handbooks
Strengthen SSO performance management and evaluation	New SSO performance management and evaluation framework developed and rolled out this quarter.		Calibration exercise planned to review the new tool and follow up on differentiated approaches to support ‘under-performers’	Conduct school leadership engagement with non-private school principals and assistant principals and HoDs – JSS and SSS
				Conduct SSO professional development week and provide

Conduct coaching visits in all focal JSS and SSS schools	200 SSOs conducted teacher coaching visits accordingly:  November – 5,186 observations  December – 197 observations  January – 6,547 observations		Observations were low in December due to exams and the Christmas / New Year holiday break	differentiated professional development approaches  Implement SSO performance management and evaluation framework and use findings to provide individualised feedback and support to SSOs
Reprint and distribute 270,000 supplementary PHs	Printer contracted in China through competitive tender. Procurement underway to print 90,000 SSS and 180,000 JSS PHs		Procurement process now appears to face possible delay due to the Corona virus outbreak.	Conduct monthly learning circles with SSOs in all districts  Design scale up of pupil remediation pilot in SSS
Conduct school leadership engagement with non-private school principals, assistant principals and HoDs – JSS and SS	A briefing for all JSS and SS principals held in December 2019 and was attended by 1560 principals in all districts.		The briefing focussed on:  Increasing learning time  Teacher research  Conducting school-based CPD	Implement pupil remediation approaches (in JSS and SSS)  Conduct teacher research with JSS and SSS teachers
Conduct SSO professional development week	SSO professional development week held in November with 200 SSOs participating.		Regional sessions were led by national consultants to facilitate greater participation and focus	Prepare for teacher research conference  Support TSC teacher registration exercise (pilot completed)
Conduct school-based training for maths and English teachers with non-private schools – JSS and SSS	Principles received orientation on school-based CPD. HoDs received a second training that included reflections on implementing school-based CPD.		Not all schools have been able to implement this model due to lack of funds. Feedback is being evaluated to inform how we better support schools and ensure school-based CPD takes place effectively.	Collate evidence of approaches to improve learning time

Conduct monthly learning circles with SSOs in all districts	Two learning circles were held in this quarter, one in November and the second in January.		Learning circles were not held in December due to Christmas / New Year break	
Begin implementation of pupil remediation scale up approach in JSS 1	Pilot implemented and findings presented to the new Minister of MBSSE to discuss options for scale up		Awaiting further discussion and response from the Minister	
Conduct teacher research with JSS and SSS teachers	44 mentors and 220 teachers trained in workshops in December 2019  Clinics held to provide technical support to 70 teachers in January 2020		Remaining teachers will receive technical support through clinics in February 2020	

Programme Output 3 <i>Strengthening MBSSE's capacity to plan, monitor &amp; manage service delivery</i>				
KPI milestone for this quarter (11)			KPI milestone for next quarter (12)	
<i>Analysis of performance in 2019 public exams completed and disseminated</i>			<i>Development of national dashboard including supervisor/principal data</i>	
Planned activity for this quarter (11)	Activity delivered this quarter (11)		Highlights/challenges	Activities for next quarter (12)
Finalise plans for Ward Education Committees (WEC) orientation programme (support training and production of briefing packs)	WECs fully constituted but not yet active. No plan yet for an orientation programme due to changes in MBSSE leadership.		Guidance required from new MBSSE leadership on whether WECs remain a priority and, if so, what the next steps are.	Clarify issue of WECs with Minister/CEO and resume support if requested.  Continue work with DSTI on automating analysis of school examination results.
Provide support in determining key benchmarks and disseminate to relevant stakeholders	High level sector targets and standards developed and disseminated internally by MBSSE's TBS Committee.		Awaiting finalisation and wider dissemination, especially to districts to guide district improvement plans of DEOs.	Provide technical and operational support to MBSSE on policy issues and FQSE implementation
Continue roll out of performance management routines	Ongoing through capacity support to DEOs on developing and managing district improvement plans.		Absence of a coherent national frame of targets and benchmarks makes performance management of DEOs difficult.	Continued support to MBSSE internal structural and functional review and decentralisation process
Complete analysis of 2019 BECE results and continue district level presentation of findings from analyses of NPSE, BECE and WASSCE	Analyses completed. Working with DSTI to automate analyses to make more efficient in future.		Increased sharing with DSTI and used for Education Sector Analyses work with Pole de Dakar / IIEP. Providing information to DSTI which is being used to	Continue to provide advice on learning assessment and exams

			populate the DSTI dashboard that is accessible everywhere.	
Provide training on BECE analyses for 'placement' purposes and provide support in Western Area (WA) placement exercise	Training provided for MBSSE staff to aid placement of successful NPSE and WASSCE candidates, and DSTI staff to automate exams analysis.			
Continue to provide technical and operational support to MBSSE on policy issues and FQSE implementation	Full time Education Consultant providing technical and operational support.		Education Consultant realigned with new political, administrative and technical leadership of MBSSE	
Get monthly FQSE progress bulletin up and running	First issue drafted with FQSE communications team but not signed off for printing.		FQSE communications team now leading in preparation.	
Continue support to MBSSE internal structural and functional review and decentralisation process	Ongoing			
Support planning work on National Dialogue on Education	Concept paper and indicative costing completed. Renamed 'National Forum on Education'.		Guidance provided by Minister on key dates; the Forum to coincide with Independence Day, 27 <sup>th</sup> April.	
Specific support on learning and assessment	Technical advice provided on various learning assessment initiatives, e.g. a draft MBSSE examinations policy			

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

<b>KPI milestone for this quarter (11)</b> <i>Development and launch of principals' version of Tangerine</i>			<b>KPI milestones for next quarter (12)</b> <i>Leh Wi Lan Sustainability Plan developed and shared with DFID and MBSSE</i>	
<b>Planned activity for this quarter (11)</b>	<b>Activity delivered this quarter (11)</b>		<b>Highlights/challenges</b>	<b>Activities for next quarter (12)</b>
Seek MBSSE decision on recruitment of new supervisors and support to supervisor plans – align our support to this.	The recruitment of 160 school supervisors is ongoing.  Discussions held over LWL support to mobilisation of new supervisors – capacity building / induction programme.		No concrete timelines for when the recruitment conclude and induction organised.	Production of monthly school monitoring report (activity repeated each quarter)  Monthly DEO meetings in all districts and performance monitoring reports (activity repeated each quarter)
Production of monthly school monitoring report	The monthly monitoring reports continued to be produced and disseminated. The monitoring report has been streamlined to report on specific indicators and condensed to 7 slides. A second report is now being produced which highlights one key issue each month in a little more depth.		The monthly report has been condensed into a more user-friendly report and drilling down on key issues for each month.	Continued support to decentralised system coordination – WEC and FQSE coordination (activity repeated each quarter)  DSO coordination and support (activity repeated each quarter)

<p>Continue work on Tangerine sustainability plan</p>	<p>Early work on institutionalisation planning has also begun. 14 MBSSE officials received the technical training on Tangerine application forms development, creating and editing forms for the department of Policy and Planning staff, ICT and EMIS. This training is the start of the development of skills that will enable EMIS and ICT P Unit to manage the system without external assistance. The training also focused on system capacities and integration approaches into other systems for sustainability.</p>		<p>LWL is also working on a programme level sustainability (continuity plan).</p> <p>The final phase of Tangerine roll out is to principals and the plan is to test in selected schools initially.</p>	<p>Support enhanced use of evidence/data in monthly performance monitoring</p> <p>Supervisor Tangerine data collection and reporting tool development</p> <p>Launch principals' version of Tangerine</p> <p>Continue work on Tangerine sustainability plan</p> <p>New Supervisor induction planning</p>
<p>Development of data collection forms for Principals in Tangerine</p>	<p>3 draft forms have been developed for the Principals' pilot and shared with TSC for review and refinement before testing – the forms are intended to capture data daily and weekly.</p>		<p>Planning on how to conduct data validation checks are also in development due to concerns about principals' ability and motivation to record accurately.</p>	
<p>Development of Supervisor Tangerine data collection and reporting tool</p>	<p>Tablets have been distributed to 41 supervisors in the districts. No data has been received from these tablets yet.</p>		<p>It is unclear when the supervisors will begin to collect data. Some report logistical problems in visiting schools.</p>	

Support districts to implement and monitor performance improvement plans using evidence	The introduction of performance management routines started in August in all DEOs. It is very challenging for DEOs to implement and monitor performance on these improvement plans using evidence. Districts have always complained of a lack of resources and logistics.		The engagement and cooperation of DDs in the implementation and monitoring of action plans has been variable.	
Alignment of District action plans with 2020 activity budgets	A two-day workshop was conducted for Bo and Kenema DEO offices and councils to align district action plans with 2020 activity budgets. The workshop was directed towards more activity-based planning. The workshop was 'hands on', with each district working within proposed budgets and action plans. It also helped the DEO/Councils to understand outcome-focused action plans against 2020 activity budgets.		Delays in the final approval of the DEO budgets remains to a challenge in the districts.	
Monthly DEO meetings in all districts with reports from joint monitoring	In the month of November, 15 districts conducted performance management meetings. In December, 16 district held		In the month of December, 5 districts conducted Joint monitoring based on the	



	performance meetings. In January, 16 held performance management meetings		outcome of their monthly management meetings.	
Ongoing use of Tangerine systems by all SSOs	<p>Tangerine systems are still used by all SSOs. Recent upgrades include improvements in questions related to student learning time.</p> <p>The DSOs have been using the real time dashboard to monitor SSOs' performance in terms of number and reach of observations on a monthly basis. This has been the evidence to calculate performance bonuses for SSOs.</p>		Pujehun, Kono, Moyamba and Western Urban reported SSO classroom observations were under reported in the dashboard. This is being looked into.	
Support enhanced use of evidence/data in monthly performance monitoring	Dashboards have been improved to ensure that users find them engaging and the evidence they project easy to understand.		Remote updates have been made to dashboards.	
Conduct DSO coordination and professional development meeting	This activity was not completed			
Continued support to decentralised system coordination – WECs and BoGs	Earlier commitment to support the effective functioning of WECs and BoGs through an orientation programme was stalled by the change in MBSSE leadership.		Progress on this activity will depend on the strategic direction of MBSSE's new leadership.	

**Programme Output 5 *Monitoring, research and learning***

<b>KPI milestone for this quarter (11)</b>			<b>KPI milestones for next quarter (12)</b>	
<i>Full SGLA3 report published and disseminated</i>			<i>Perception survey on MBSSE's expectations on outcomes and use of SGLA findings conducted</i>	
<b>Planned activity for this quarter (11)</b>	<b>Activity delivered this quarter (11)</b>		<b>Highlights/challenges</b>	<b>Activities for next quarter (12)</b>
Carry out dissemination of SGLA3 findings to MBSSE, district level and schools	Completed at districts, ongoing for schools		Would require strong collaboration across outputs 2, 4 and 5 to disseminate appropriately targeted findings to districts and schools	Carry out consultative design of annual learning achievement survey
Contribute to establishment of a functional Learning Assessment Unit to oversee annual learning survey (subject to MBSSE request)	Ongoing – in this quarter, (1) provided bespoke advice to new WB MDTF programme on their assessment and examinations component and (2) participated in MBSSE workshop to review national assessment policy framework		Better coordination needed amongst stakeholders with interest in institutionalisation of learning assessment.	Develop and pilot instruments, conduct training of field personnel (coordinators, supervisors, enumerators) – April / May
Produce and disseminate full report with presentations to MBSSE and districts (align with Education Week)	Completed (although no Education Week)		Presentations made to MBSSE and districts in Oct/Nov 2019 (no education week). Full report shared within MBSSE and currently awaiting Ministerial sign off	Carry out dissemination of SGLA3 findings to district level and schools
				Ensure summary of key findings from learning assessment survey and implications for SSO

Conduct policy workshop on SGLA recommendations (MBSSE prioritisation of actions)	Completed in November 2019 through a workshop with the TBS Committee chaired by the previous Minister			and supervisor work produced and disseminated
Assist MBSSE to design communications strategy and improve MBSSE's current tools for reporting on educational progress	Policy briefs being prepared on key sectoral issues: tackling barriers to learning and low instructional time. These will be shared in the next quarter.			Contribute to establishment of a functional Learning Assessment Unit to oversee annual learning survey (subject to MBSSE request)
Develop and get approval for plan and methodology for perception study	Completed		Perception study interviews ongoing	Completion of SGLA perception study

### 3. Programme progress by output

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

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

##### **Objective 1: Development of the Social Behavioural Change Communication (SBCC) strategy with MBSSE**

###### **Activity 2.1.1: SBCC Workshops October 2019**

Effective implementation of SBCC will contribute to the overarching goal of output 1 ‘retention in school of girls and children living with disability’. In addition, SBCC will contribute to the safety and security of girls and children living with disabilities in schools and communities.

On 31st October, the team facilitated a workshop to identify the thematic areas of focus for the SBCC. This session included the following MBSSE staff: Communications Manager, Broadcasting Director, FQSE Radio Director, Disability Adviser, Gender Adviser.

The following key topics were identified:

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

###### **Activity 2.1.2: SBCC Regional/District meetings December 2019**

The team developed a consultation schedule across all 16 districts in Sierra Leone in collaboration with MBSSE. In the week of 16th-20th December, MBSSE and the LWL team facilitated district level meetings in the Northern Region. Consultations in the other regions will be scheduled in February and March, with a subsequent analysis of findings that will feed into the SBCC strategy.

No	Audience / Participants at regional / district consultative level meetings	Participants
1	Parents (Father & Mother)	4
2	Teachers	2
3	Traditional Leaders	2
4	Soweis/ Initiators	4
5	SLP Family Support Unit	2
6	District Education Office	1
7	MSWGCA	2
8	Local Council	1
9	Religious Leaders	2
10	CSOs	2
11	Disability Commission	1
12	Teenage Mothers (Back to School)	4
13	Commercial Motorbike Riders	4
14	Children with Disability	2
15	Girls (Pupils)	5
16	Boys (Pupils)	5

## Regional Sessions (Consultative Meeting / FGD)

No	Region/ District	Training Center /Date
1	Kambia Port Loko Karene	<b>Kambia</b> December 17th -18th <b>No of Participants 123</b>
2	Koinadugu Falaba Bombali Tonkolili	<b>Kabala</b> December 19th – 20th <b>No of Participants 164</b>

## Objective 2: Implementation of Reducing Violence in Schools Guide

### Activity 2.1.3: Ongoing implementation and monitoring of Reducing Violence in Schools

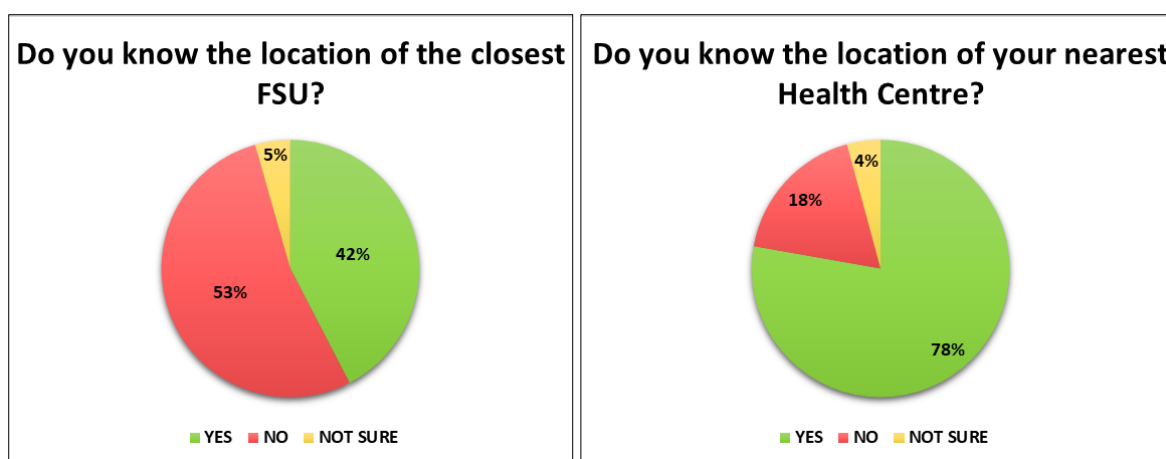
From September to December 2019 the team monitored Teacher Learning Circles to ensure that all JSS schools complete the 9 units of the RVS guide. Teachers provided useful feedback about what they are learning from the guide.

In December 2019, all SSS principals and mentors were invited to receive a training on the RVS guide while JSS principals and mentors attended the same training as refresher.

SSOs and DIOs continue to monitor the implementation of the RVS guide in 1,127 JSS and 675 SSS by doing monthly checks to verify if schools have suggestion boxes, copies of the RVS guide for each teacher, an active School Safety Committee (SSC), etc. DIOs carry out monthly spot checks in up to five schools in their respective districts.

The 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. The team also continuously monitors whether girls know where to report to if they need the support of the Family Support Unit (FSU) and whether they can locate the nearest Health Centre.

The charts below show data on girls' awareness of the FSU or Health Centres nearest to them. They refer to the data collected in the reporting period on the base of the interview of 1,132 girls on the FSU and 1,188 girls on the Health Centres.



### Activity 2.1.4: School Safety Messages on Murals

Murals are being painted in schools following a schedule that is aligned with SSOs and DIOs school visits. This activity is still being carried out in a few final schools, but the majority of them will now have a proud display of how to report violence and how to seek support.



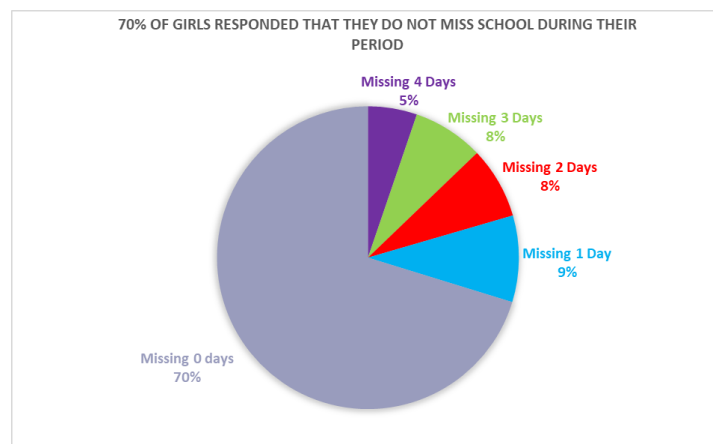
A STUDENT TAKES THE LEAD TO PAINT THE SCHOOL MURAL (WITH HANDS-ON SUPPORT FROM THE LWL TEAM)

### Objective 3: Ongoing monitoring and support to provide Hygiene Kits to Girls

#### Activity 2.1.5: Monitoring implementation and impact of Hygiene Kits (HKs) for JSS Girls

Our DIO team collected responses from 2,122 girls across 217 JSS between November 2019 and January 2020. Each DIO visits up to 5 schools per month to do spot checks on the implementation of the HKs for Girls.

The HKs are continuing to have a positive impact on school attendance for girls. The figure below shows responses from girls about their absence from school during their period.



### ***Activity 2.1.6: Procurement and scale-up of HKs for SSS Girls***

In December 2019, the team finalised the procurement of hygiene kits for SSS girls and expect to receive the items in Freetown at the end of March 2020.

## **Objective 4: Identification of Students with Disabilities and Provision of Assistive Devices**

### ***Activity 2.1.7: Screening for Students with Disabilities***

In November 2019, DIOs with technical support from their coaches of Handicap International started carrying out in-school screening visits with medical teams.

To date, 734 students have been screened by optometrists and the team will procure fitting interventions ranging from eye drops to glasses according to students' needs.



**A STUDENT INTERACTING WITH THE OPTOMETRIST SCREENING HER FOR VISION IMPAIRMENT**

DIOs are working with medical teams from approved hospitals at district level. Additional steps were taken to train each hospital team in Child Protection and declarations on safeguarding were requested from each medical team.

In December 2019, principals and mentors were invited to a refresher training on disability inclusion with a focus on the disability check-list to carry out a first assessment of pupils' disabilities at school level.

## **Objective 5: Finalisation of Girls and Boys Club episodes and validation of episodes with MBSSE**

### ***Activity 2.1.8: Training of principals and mentors to manage radios and to facilitate sessions at school level***

The team agreed with TSC that this training should take place in the week of 16th-20th December, during school break, to avoid having principals and mentors out of school during term time.

4,262 JSS and SSS principals and mentors participated in the training (2,800 males and 1,462 females).

DIOs delivered the training at district level with the support of selected SSOs. The training session had a focus on how to use, charge and take good care of the radio and its accessories (solar panel and charger), but also on how to organize the Girls-and-Boys Clubs including an overview of the content of the episodes.



A RADIO TRAINING SESSION IN MAKENI, BOMBALI DISTRICT

## 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**

#### **2.1.1 Printing and distribution of SSS Lesson Plans**

Following the distribution of 16,000 copies of SSS LPMs to all schools, SSOs' monitoring reports show that every maths and English teacher has a full set of manuals with most teachers delivering lessons following all the steps in the manuals.

During this quarter, follow up visits were conducted to six teacher training institutions and they were presented hard copies of SSS and JSS LPMs. Further discussions were held on the use of these materials, the need for other forms of materials, and other forms of collaboration on teacher trainings.

#### **2.1.2 Printing and distribution of supplementary Pupil Handbooks**

The increase in enrolment and approval of new schools have increased demand for PHs in schools. Evidence from SSO observation reports corroborate this. To meet the increased demand, procurement of 90,000 SSS PHs and 180,000 JSS PHs was initiated. Following competitive tender, a printer in China was selected and procurement is now underway to deliver the PH reprints in April, 2020.



## Objective 2: Teacher coaching, training and support

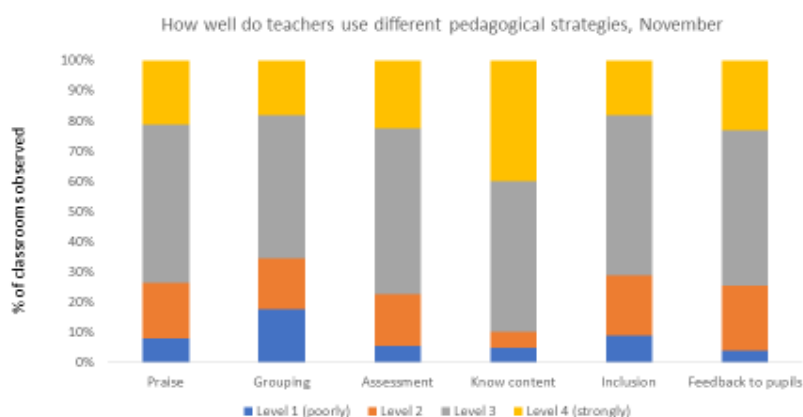
### 2.2.3 Coaching provided by SSOs

In this quarter, December saw very low lesson observations of **197** by SSOs due to termly examinations and school closure. November saw **5,186** observations which is lower than October (**9,316**) but still high compared to last year. January saw **6,547** observations at the time of reporting.

In the last quarter, we reported on new pedagogy questions that were introduced on Tangerine to capture lesson observation data. The new questions capture responses on a scale of 1 to 4 instead of the previous yes/no. This will show the extent to which teachers are using specific pedagogical techniques and can help monitor and support progress. We started capturing the data in November as shown in the chart below extracted from the November dashboard report.

## Pedagogy used in JSS and SSS classrooms

**November comment:** We have started to record the quality of pedagogy used, rather than just whether an approach is witnessed or not. This shows that only 23.7% of teachers can score 4 on all approaches. 51.43% are at level 3 in all approaches.



### 2.2.4 SSO Learning Circles and Professional Development Week

Two learning circle sessions were held in November and January. During this quarter, improving learning time / teacher time on task and understanding disability were the key areas of emphasis. Through these sessions, SSOs were able to identify the challenges that directly hinder the completion of lessons on time and how to improve on teachers' time on task. It was highlighted that extra-curricular school activities (annual school sport meets, Thanksgiving ceremonies, etc.) were among the challenges to sufficient learning time. To minimize this, one-to-one engagements with principals were reported by the SSOs after school observations to encourage teachers to plan their extra-curricular activities well. Principals were also encouraged to hold teachers to account in improving time on task.

#### SSO Professional Development Week

All 200 SSOs and 17 DSOs attended SSO Professional Development week in October 2019 to reflect on good practice and build skills in all areas of their role. Within O2 we focused on:

- Child-centred learning practices

- Improving learning time
- Teacher research
- Using online resources to improve maths knowledge

To further demonstrate child-centred learning, SSOs watched a presentation by Professor Michele Schweisfurth called ‘Is learner-centred education best practice?’ and then critically examined the principles she proposed for successful learner-centred education against current practice in Sierra Leone. The discussion helped SSOs better understand some of the challenges they see in the classroom and provided inspiration for new ways to address these long-standing challenges. A summary of their critical review is shown below. It was agreed that a lot of focus has been put on making lessons engaging and more focus is needed on building teacher-pupil mutual respect.

SSOs also reviewed their own targets to improve learning time. Good examples were shared such as ensuring teacher sticks to allocated lesson time, reduce assembly time, speak to school administrator to ensure school timetable is released early and teaching can begin at start of term. However, in some sessions SSOs arrived late and this was a stark reminder that improving learning time requires a shift in culture and SSOs need to lead by example.

### 2.2.5 School Leadership Training with Heads of Department and Principals

3,120 HoDs received training on:

<i>Feedback from SSOs during SSO PD Week in October 2019</i>	Lessons should be engaging to students, motivating them to learn	Learning builds realistically on learners’ prior knowledge	Mutual respect between teachers and learners	Two-way dialogue between teachers and pupils
Where has LWL put most focus?				
What is most observed in the classroom?				
Where have SSOs put most focus?				
Where is most focus needed?				
Where do SSOs need most support				
Which is the most difficult to change?				

- Promoting learning time

- Checking and supporting learning through questioning
- Improving pupil participation through positive behaviour management
- Subject knowledge

The training was followed by 1-day subject knowledge training of maths and English teachers led by HoDs. Prior to the HoD school leadership training in December, we held 1-day Principal briefing meetings targeting all 1,598 JSS and SSS Principals where we covered topics on

- Overview of school-based CPD
- Improving learning time
- Teacher research

### **2.2.6 School-based 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 receiving training on key subject content from term 1. The school-based model was designed to help teachers drive their own continuous professional development. Teachers know their classroom best and by working together can develop local solutions to problems.

With very few schools having implemented school based CPD, we reviewed the approach to get the buy-in of school heads and hence held a Principals briefing meeting targeting 1,598 principals from all JSS and SSS. We covered topics on:

- Overview of school-based CPD
- Improving learning time and
- Teacher Research.

### **2.2.7 Teacher Research**

In December 2019 we held the second Teacher Research Workshop. This built upon the first workshop and the progress made in schools during Term 1. 16 DDs and 28 SSOs attended the Mentor workshop for 3 days. The Mentors reviewed the research questions developed by teachers and looked at how to strengthen them, where needed. They were introduced to the next phase of research that included tool design and data collection methods. The knowledge base, especially of the SSOs, on teacher research on the whole has risen from the first workshop to the second. Some previously abstract concepts had become concretised through work in schools over the first term. The discussions, and questions raised showed understanding of teacher research methodology, and more confidence in the overall approach.

DDs and SSOs were able to confidently facilitate the sessions to 209 teachers for two days. DDs showed limited engagement and were frequently stepping out of the training. This was addressed with a follow up meeting with TSC. We held a positive meeting and discussed and agreed the leading role of TSC in Teacher Research both at National and District levels.

As the Teacher Research initiative progresses the participants vary increasingly in their capacity. Whilst some show strong understanding others require more support. A WhatsApp group has been put in place to provide support and strengthen the teacher research clinics. In January teacher

research clinics were held in 13 districts to provide opportunity for teachers to ask questions regarding challenges they are facing in developing their research questions and data collection.

### **2.2.8 Teacher Registration**

In line with one of Lehi Wi Lan'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 focusing on registration of trained and qualified teachers in Western Urban. This exercise aims at registering trained and qualified teachers and subsequently providing a register of teachers including their specialty, experience, gender, locations and contact details. The final report and pilot register of teachers in Western Urban is due in next quarter.

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

### **2.2.9 JSS Pupil Remediation roll out**

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. There have been delays in getting assessments from all JSS schools across the country to enable us assess the outcome. However, we will present the findings in the next quarter.

### **2.2.10 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 PH 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 did not 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.

## **2.2 Programme output 3 – Strengthening MBSSE's capacity to plan, monitor and manage service delivery**

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

### **Objective 1: Capacity development support to national MBSSE**

#### **Activity 2.3.1: Provide dedicated support to MBSSE to support FQSE implementation**

Full time Education Consultant based at MBSSE continues to support the ongoing work on a financial simulation model and policy issues arising, led by the FQSE Implementation Plan consultant. This

technical advisory has also shaped the concept note for a National Dialogue on Education (now Forum) and produced a presentation for the FQSE Technical Committee and FQSE Inter-Ministerial and Partners Group (IMPG).

***Activity 2.3.2: Provide flexible support to emerging priorities of new MBSSE administration, as requested***

During the quarter, support has been provided through the Education Consultant on proposed re-structuring of MBSSE, plans to automate analysis of public exams results, and preparations for the National Forum on Education.

***Activity 2.3.3: Support MBSSE with institutional integration and coordination - to support decentralisation of FQSE implementation***

Supported was provided through the Education Consultant to the proposed re-structuring of MBSSE which process entails transfer of some responsibilities from HQ to districts. Contribution was also made into a draft report of the Public Sector Reform Unit (PSRU).

***Activity 2.3.4: Support MBSSE with education-related national strategies and plans e.g. PRSP, ESP sector diagnosis, etc. (New Activity)***

Support was provided to the ongoing Education Sector Analysis through the Education Consultant who worked on Chapter 2 of the ESA and provided information and inputs for other chapters. Enrolment and examinations performance analysis were also plugged into the ESA.

***Activity 2.3.5: Support the office of the CEO to improve administrative efficiency in processing school applications for approval***

Support was provided to the drafting of a revised School Approval Policy that would result in a faster and more efficient school approval system.

**Objective 2: Performance management and accountability system at national level**

***Activity 2.3.6: Support MBSSE to develop focused national priorities disseminated and monitored by Targets, Benchmarks & Standards Committee***

Technical advice was provided on a range of issues relating to decentralisation and assessment of learning, issues that had originally been brought to the TBS Committee.

***Activity 2.3.7: Carry out analyses of district level performance in 2017/18 public exams (NPSE, BECE and WASSCE) and disseminate to districts***

Analysis of 2019 BECE and other WAEC examination results was carried out during the quarter as part of the ESA but also to meet requests of by DSTI and others.

***Activity 2.3.9: Explore with MBSSE the potential for district performance rating system for recognising schools making the most yearly improvements (link with TSC plan for teacher awards)***

Discussions commenced with the previous Minister and have been picked up with the new Minister, Dr David Sengeh. Initial focus will be on performance rating of schools in the WAEC-conducted examinations.

## **2.3 Programme output 4 – Strengthening district capacity to hold schools and teachers to account**

### ***Activity 2.4.1 - Development and launch of principals' version of Tangerine***

This milestone required two phases. First is the pilot of 250 principals and then later a national rollout to all principals. 3 initial forms have been drafted for the principals' pilot for discussion with MBSSE/TSC before testing. They are a daily, weekly and an observation form. The forms have been shared with TSC and we currently await feedback and refinement. With the delayed approval, the pilot cannot launch until next quarter.

Planning on how to conduct data validation checks is also in progress due to concerns about principals' ability and motivation to record accurately. Initial training material development has started. This training will be tailored as a professional development exercise on supportive supervision, with the use of Tangerine supporting this, rather than making it about the technology.

### ***Activity 2.4.2 - Rigorous performance management and accountability system at district and school level***

District action plans have been developed and approved. The next focus is to support districts to start implementation and track performance of these plans. In November, December and January all 16 districts held performance management meetings using their action plans and performance monitoring tools. The major challenge now is to embed these practices, support better use of available data for decision-making and help districts to adjust based on performance. In January we conducted a pilot for two districts 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 2.4.3 - Use Tangerine to improve flow of data from schools to MBSSE to support evidence-based decision making***

Several steps have been taken in relation to Tangerine and the flow of data. The Supervisor Tangerine form has been deployed and existing supervisors trained in its use and equipped with tablets. The data flow will be further enriched when the principals' pilot takes off and principals also begin to collect and report data. Capacity building in use of Tangerine has been provided for staff of MBSSE and TSC, and there is excitement about the potential that Tangerine offers. In the medium term, the intention is to ensure these personnel can keep Tangerine functioning beyond LWL.

The monthly school monitoring reports based on Tangerine were recently revised to make them more accessible – condensed to just 7 key slides for clarity. A second report, focusing on a 'single-issue' each quarter, was also introduced to surface key issues from Tangerine for wider discussion.

#### **Activity 2. 4. 4 - Reactivating supervisors**

The focus for Supervisors this quarter was to provide induction and capacity building for all supervisors in Tangerine data collection tools. The process of recruiting new supervisors is ongoing but it is as yet unclear when they will be mobilized and the induction organized. 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.

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

### **Objective 1: Sierra Leone secondary grade learning assessment (SGLA III) survey findings in MBSSE, district and schools**

#### **Activity 5.1.1 Carry out dissemination of SGLA3 findings to MBSSE, district level and schools**

Dissemination was completed at the central MBSSE and district level through workshops with DDEs, TSC district coordinators, and FQSE district representatives. Dissemination at the school level is ongoing and would require strong collaboration across outputs 2, 4 and 5 to disseminate appropriately targeted findings to districts and schools.

#### **Activity 5.1.2 Produce and disseminate full report with presentations to MBSSE and districts**

Presentations were made to MBSSE and districts in Oct/Nov 2019. Full report was shared within MBSSE and currently awaiting Ministerial sign off.

The plan and methodology for a Perception Study on user engagement with SGLA products was approved and data collection scheduled for February.

### **Objective 2: Strengthening learning and research capacity within MBSSE through supporting the establishment of the National Assessment Services Unit NASU**

#### **Activity 5.2.1 Contribute to establishment of a functional Learning Assessment Unit to oversee annual learning survey**

This is ongoing across quarters. In this quarter,

- Bespoke advice was provided to new WB MDTF programme on their assessment and examinations component
- Participated in MBSSE workshop to review national assessment policy framework.

MBSSE is mainly running ahead with the setup of NASU based on recommendations provided through LWL O5 consultants, but sometimes (as happened in December 2019) not including DFID or LWL representatives in consultations organized (say, by UNICEF or the WB).

### **Objective 3: Improving policy and strategic planning through the use of annual survey results.**

#### **Activity 5.2.6 Conduct policy workshop on SGLA recommendations**

This was completed in earlier in November 2019 through a workshop with the TBS committee chaired by the minister.

**Activity 5.3.3 Assist MBSSE to design communications strategy and improve MBSSE's current tools for reporting on educational progress: this is ongoing.**

Daniel Harris, a communications expert, visited Freetown to work internally with the LWL team. He has helped to prepare targeted policy briefs on key sectoral issues, namely tackling barriers to learning and low instructional time. These will be shared in the next quarter.



## 4. Management and administration

The main programme highlights this quarter are recruitment and large-scale procurement of school materials.

### **Recruitment:**

Two new positions were filled to ease the considerable workload of the programme operations team while one position was replaced:

1. Fleet and Safety Officer to oversee fleet management (over 230 motorcycles in fleet) and monitor safety of riders; and a Project Assistant to support the operations team.
2. Senior Operations Officer – existing vacancy for which a replacement has been competitively identified.

### **Procurement:**

1. LWL procured the following school items in line with its approved workplan:
  - Pupil Handbooks – 622,457 copies
  - Reducing Violence in Schools Guide – 10,000 copies
  - Teacher Code of Conduct – 32,960 copies (for secondary school teachers)
  - Teacher kits – 10,000 kits (basic items for working with visually impaired pupils)
  - Tablets – 250 units (preparatory to principals' roll out of Tangerine)
  - Voice recorders - 250 units (for visually impaired pupils)
2. LWL purchased 300 units of Protective Personal Equipment (elbow and knee guards, gloves, and bag pack reflectors) for SSOs to improve motorcycle safety;
3. LWL purchased 2 vehicles to supplement an ailing fleet;
4. A GPS tracker system to track the LWL fleet of motorcycles has been procured and will be delivered and installed in February. The tracker system will enable remote monitoring of SSOs, thereby improving safety and security.

### **Other:**

1. LWL met DFID's December spend target of GBP2.6 million. This meant that LWL achieved the 90% ODA spend target (90% of the FY 2019/20 budget) set by DFID.
2. MMSL continues to operate a mobile money system to make payments to large volumes of participants. While there are still operational challenges to be overcome the benefits in financial risk management terms far outweigh the constraints.
3. LWL has identified a supplier (AUCTIONIT Africa) to auction obsolete assets on its behalf. The auction is to start on 24<sup>th</sup> February;
4. It is important to note that LWL now uses Contract Finder to advertise all its procurements in excess of £25,000 as required by DFID.

## 5. Key programme risks in the quarter


The key risks remain the same as for last quarter although two risks rated Low last quarter have been removed – risk of quality delivery in deployment of new SSOs and operational challenges related to the rainy season.

Table 2 key risks and management for the quarter November 2019 to January 2020

Key Risk	Impact	Mitigation
<p>Political commitment to delivery of agreed FQSE/MBSSE activities; risk of:</p> <ul style="list-style-type: none"> <li>change in MBSSE administration leading to delays in implementation or cancellation of planned activities</li> <li>change in personnel causing disruption or loss of continuity in flow of work</li> </ul>	<p>↑</p> <ul style="list-style-type: none"> <li>Derailment of activity schedules to adequately prepare teachers, boards of governors and ward education committees for the next school term.</li> <li>Failure of the project to achieve its stipulated financial expenditure targets for the calendar year.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive handovers from outgoing to incoming MBSSE administration</li> <li>Early engagement with new MBSSE administration</li> <li>Prompt review of project workplans and schedules to allow corrections to financial forecast before year end</li> </ul>
<p>Effective use of Pupils' Handbooks by pupils; risk of:</p> <ul style="list-style-type: none"> <li>parents preventing regular use by children to 'keep the books safe'</li> <li>inadequate or sloppy storage of books by schools</li> <li>weak support from teachers on helping pupils to use books</li> <li>books getting lost, damaged or sold</li> </ul>	<p>→</p> <ul style="list-style-type: none"> <li>Severe impact on the ability of government to provide free education of <u>good quality</u> and, consequently, low pupil achievement in English and Maths.</li> <li>Poor value for money for DFID and government if investment in books is not justified by usage and improvements in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous sensitisation on book handling guidelines, including engagement of civil society to improve understanding of parents and communities</li> <li>Termly training for teachers and Principals incorporating modules on use of Pupils' Handbooks</li> <li>Clear communication by the Ministry, e.g. through the Minister's social mobilisation programme</li> </ul>

<ul style="list-style-type: none"> <li>government's inability to replace books after their lifespan</li> </ul>		<ul style="list-style-type: none"> <li>Development and dissemination of a national book policy</li> </ul>
<p>Implementation of Free Quality School Education policy; risk of:</p> <ul style="list-style-type: none"> <li>low implementation capacity</li> <li>loss of momentum after one year</li> <li>Insufficient funding to deliver promised package</li> <li>Weak or no coordination amongst agencies supporting FQSE implementation at decentralised levels</li> </ul>	<ul style="list-style-type: none"> <li>Severe impact on the ability of government to keep its promise of free quality school education for all children</li> <li>Time lags in implementation and elements of FQSE package not delivered on time</li> <li>Duplication or wastage of scarce resources if agencies do not work together</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive communication plan to report progress and manage public expectations</li> <li>Phased approach to implementation based on 5-year plan to manage affordability</li> <li>Improvement of MBSSE operational capacity to manage implementation (FQSE secretariat)</li> <li>Harmonisation framework for all agencies/actors supporting FQSE implementation</li> </ul>
<p>Failure to detect and deter corruption/fraud; risk of:</p> <ul style="list-style-type: none"> <li>compromised procurement exercises (weak or lack of due diligence, tendering of false documentation, pre-determined awards)</li> <li>missing funds along the payment chain</li> </ul>	<ul style="list-style-type: none"> <li>Culture of corruption; laxity creates opportunity and leads to temptation.</li> <li>Misuse of UK taxpayer's money and erosion of programme funds.</li> <li>Reputational damage (MM/DFID/MBSSE).</li> </ul>	<ul style="list-style-type: none"> <li>Mott MacDonald's zero-tolerance pledge and policy/procedures (including whistle-blowing procedure)</li> <li>Culture of commitment to LWL's goals and aversion to wrongdoing, championed by programme management</li> <li>Close and visible scrutiny of programme management and non-project resources (including internal and external audits)</li> <li>Any such incident, however minor,</li> </ul>

		<p>treated as gross misconduct</p> <ul style="list-style-type: none"> <li>• Application of formulaic procurement processes including due diligence checks</li> <li>• Strengthening of payment processes including introduction of mobile money</li> </ul>
<p>Motorcycle accidents (SSOs/DSOs/DIOs/DPSOs)</p>	<p>→</p> <ul style="list-style-type: none"> <li>• Injury or death.</li> <li>• Damage to motorcycles, leading to additional costs.</li> <li>• Loss of service to schools.</li> <li>• Reputational damage (MM/DFID/MBSSE).</li> </ul>	<ul style="list-style-type: none"> <li>• Mott MacDonald's commitment to safety as no.1 priority, championed by corporate and programme management.</li> <li>• Mandatory policies and procedures, at programme and corporate level.</li> <li>• Training and competency assessment for all riders, provided by professional external trainers.</li> <li>• Six LWL team members now trained as in-house trainers, enabling additional coaching to individuals where the need is identified.</li> <li>• Safety culture regularly and visibly discussed and reinforced at all levels.</li> <li>• Any departure from safe riding practice treated as a serious disciplinary offence.</li> </ul>

<p>Safeguarding concerns; risk of:</p> <ul style="list-style-type: none"> <li>• Project staff, consultants and partners using position to exploit, bully, abuse or harass others</li> </ul>		<ul style="list-style-type: none"> <li>• Reputational damage to MM due to unethical or unlawful behaviour by persons associated with the project</li> <li>• Trauma for victims of abuse or exploitation</li> <li>• Subversion of the purpose of development assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Up-to-date Safeguarding policy, code of conduct, and clear processes to implement them</li> <li>• All employees, consultants and suppliers sign up to MM Safeguarding policy or equivalent/higher provisions</li> <li>• 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</li> </ul>
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## 6. Key performance indicators for the quarter

Five key performance indicators were specified for the reporting period, November 2019 to January 2020. The following table shows the status of completion.

Table 3 key performance indicators – progress in the quarter November 2019 to January 2020

KPI	Milestone	Status
<b>Output 1</b> – Improved learning and safety for girls and students with disabilities	<i>Strategy for behavioural change communications (SBCC) finalised with MBSSE</i>	<p><b>Achieved</b></p> <p>MBSSE led a round of consultations on social norms affecting disability and sexual violence, following which the SBCC (now Social Norms Strategy) was developed.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>• MBSSE report of consultations, Dec 2019</li> <li>• Social Norms Strategy draft document</li> </ul>
<b>Output 2</b> - Improved learning conditions in schools – SSS and JSS teachers have and are using the resources to improve teaching	<i>85% of government and government-assisted JSS and SSS schools participating in school/cluster-based training</i>	<p><b>Achieved</b></p> <p>96.4%</p> <p><u>Evidence:</u></p> <p>Progress report on school/cluster based CPD training</p>
<b>Output 3</b> - MBSSE and DEOs discuss and take decisions based on real time data to manage performance of individual schools at least monthly	<i>Analysis of performance in 2019 public exams completed and disseminated</i>	<p><b>Achieved</b></p> <p><u>Evidence:</u></p> <p>Analysis of performance in BECE &amp; WASSCE English and Maths Exams 2019</p> <p>Note on possible reasons for declining performance</p>
<b>Output 4</b> – Strengthened capacity to support schools	<i>Development and launch of principals’ version of Tangerine</i>	<p><b>Not Achieved (in progress)</b></p> <p>Principal forms for Tangerine developed and pilot plan set up but delays in TSC sign-off.</p> <p>Update next quarter.</p>

<p><b>Output 5</b> - Impact of annual learning assessment maximised</p>	<p><i>Full SGLA3 report published and disseminated</i></p>	<p><b>Achieved</b></p> <p><u>Evidence:</u></p> <p>Full SGLA3 report at <a href="https://www.dropbox.com/s/ehcp3ov8i50bdho/SGLA_III_report_web_1.pdf?dl=0">https://www.dropbox.com/s/ehcp3ov8i50bdho/SGLA_III_report_web_1.pdf?dl=0</a></p> <p>SGLA3 Validation &amp; Dissemination Report</p>
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## 7. Key performance indicators for the next quarter

### 7.1 Key Performance Indicators for next quarter

The proposed KPIs and milestones for the next quarter (February to April 2020) are:

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

**Milestone:** *1,000 of pupils with disabilities reached with assistive devices and other support*

**Output 2:** Improved learning conditions in schools

**Milestone:** *70 % of school leaders (HoD, senior teacher or Principal) reporting actions taken to improve learning time*

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

**Milestone:** *Development of national dashboard including supervisor/principal data*

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

**Milestone:** *Leh Wi Lan Sustainability Plan developed and shared with DFID and MBSSE*

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

**Milestone:** *Perception survey on MBSSE's expectations on outcomes and use of SGLA findings conducted*



## 7.2 Key activities for next quarter

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

### Output 1: Girls learning and disability inclusion

Q12 Activities	Feb	Mar	Apr
Pilot of activities outlined in SBCC strategy.	X	X	X
Distribution of LPs and commencement of Girls' and Boys' Clubs in JSS and SSS.	X		
Prepare plans for the distribution of hygiene kits in SSS that will be carried out in April – May.			X
Screening of students with disabilities.	X	X	X
Support to Special Needs Schools.	X	X	X
Finalisation of any outstanding mural messages and maintenance of mural displays where needed	X	X	X
Continuous monitoring of TLCs, RVS guide, School Safety, HKs, LPs, Murals and other activities via Tangerine and Solstice online tools.	X	X	X
Support to TSC to roll-out the Teachers' Code of Conduct.	X	X	X

### Output 2: Improving learning conditions in secondary schools

Q12 Activities	Feb	Mar	Apr
Conduct coaching visits in all focal JSS and SSS schools	x	x	x
Procurement and delivery of supplementary PHBs	x	x	x
Conduct school leadership engagement with non-private school principals and assistant principals/heads of department – JSS and SSS			x
Conduct SSO Professional Development Week 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
Implement SSO Performance Management and Evaluation framework and use findings to provide individualised feedback and support to SSOs			x
Conduct monthly Learning Circles with SSOs in all districts	x	x	x
Develop tool and collate evidence of approaches to improve learning time	x	x	x
Implement Pupil Remediation approaches (in JSS and SSS)	x	x	x
Design scale up Pupil Remediation pilot in SSS	x	x	
Conduct Teacher Research with JSS and SSS teachers	x	x	x
Scale up teacher videos	x	x	x
Prepare for Teacher Research Conference	x	x	x

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

Q12 Activities	Feb	Mar	Apr
Clarify issue of WECs with MBSSE and be advised on planned support to make WECs functional	x	x	
Provide support in determining key benchmarks	x	x	x
Continue work with DSTI on automating analysis of school exams	x	x	
Provide technical and operational support to the MBSSE on policy issues and FQSE implementation	x	x	x
Continued support to the MBSSE internal structural and functional review and decentralisation process	x	x	x
Work on National Dialogue on Education	x	x	x
Continue specific support on learning and assessment	x	x	x

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



12 Activities	Feb	Mar	Apr
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
Support enhanced use of evidence/data in monthly performance monitoring	x	x	x
Supervisor Tangerine data collection review and reporting tool development	x	x	x
Continue work on Tangerine sustainability plan	x	x	x
New Supervisor induction planning		x	x
Integrate School Principal data into existing/new real-time data dashboard (New Activity)	x	x	x
Supervisor Tangerine data collection review and reporting tool development	x	x	x
Development and launch of principals' version of Principals' Tangerine	x		

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

Q12 Activities	Feb	Mar	Apr
Carry out consultative design of annual learning achievement survey	X	X	
Develop and pilot instruments, conduct training of field personnel (coordinators, supervisors, enumerators) – April / May		X	X
Carry out dissemination of SGLA3 findings to district level and schools	X	X	
Ensure summary of key findings from learning assessment survey and implications for SSO and supervisor work produced and disseminated	X	X	
Contribute to establishment of a functional Learning Assessment Unit to oversee annual learning survey (subject to MBSSE request)	X	X	X
Completion of SGLA perception study	X		

## 8. Glossary of acronyms and abbreviations

ASL	Approved Suppliers List
BECE	Basic Education Certificate Examination
CEO	Chief Education Officer
CPD	Continuing Professional Development
DDE	Deputy Director of Education
DEO	District Education Office
DFID	UK Department for International Development
DSO	District Support Officer
EduTrac	Mobile phone-based data collection system developed by UNICEF
EMIS	Education Management Information System
ES	Executive Secretary
ESP	Education Sector Plan
ESPIG	Education Sector Plan Implementation Grant
EU	European Union
FQSE	Free Quality School Education
GATE	Girls Access to Education
GoSL	Government of Sierra Leone
GPE	Global Partnership on Education
GPS	Global Positioning System
HQ	Headquarters
IMT	Inclusive Management Team
IP	Implementation Plan
IRC	International Rescue Committee
JSS	Junior Secondary School
KPI	Key Performance Indicator
Leh Wi Lan	Krio for “Let’s Learn”
LPMs	Lesson Plan Manuals
MOBSSE	Ministry of Basic and Senior Secondary Education
MEST	Ministry of Education Science and Technology
MM	Mott MacDonald
MoFED	Ministry of Finance and Economic Development
MTR	Mid Term Review
NPSE	National Primary School Exam



PDT	Presidential Delivery Team
PH	Pupil Handbook
p.p.	Percentage point
QA	Quality Assurance
QR	Quarterly Report
SGLA	Secondary Grade Learning Assessment
SR	Situation Room
SSO	School Support Officer
SSS	Senior Secondary School
STATA	Statistical analysis software package
TA	Technical Assistance
ToRs	Terms of Reference
TSC	Teaching Services Commission
UNICEF	United Nations Children’s Fund
VFM	Value for Money
WASSCE	West African Senior School Certificate Examination

