

Leh Wi Lan

Improving Secondary Education
in Sierra Leone

12th Quarterly Report

Leh Wi Lan: *Improving secondary education*

February – April 2020



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Summary of overall progress

This quarterly report covers the period from February 2020 to April 2020. It has been three months dominated by the outbreak and impact of COVID-19. In Sierra Leone the virus resulted in official government limitations on international travel, inter-district travel and large gatherings exceeding 100 people, and enforced extended closure of schools. These restrictions have gone to the very heart of what Leh Wi Lan does, firmly based in schools with a focus on learning, teaching and inclusion. There has, therefore, inevitably been a review of workplan implementation, ways of working and deployment of resources to align with the new operational environment forced by the emergency.

All schools were initially closed on Tuesday 31st March, one week earlier than the scheduled Easter holidays. This date coincided with the first recorded case of COVID-19 in Sierra Leone. Prior to COVID-19, schools were scheduled to reopen on 27th April, but at the time of writing still remain closed with no reopening date announced.

Despite this, we have still managed to achieve a significant number of targets and also to respond by developing some new streams of work, keeping the programme relevant and an important tool for the government in maintaining learning, safety and teacher development. Face-to-face activities have largely been replaced with communications through radio broadcasting and audio/video conferencing, and an increasing role for mobile phones.

MBSSE has demonstrated leadership in establishing an Emergency Education Taskforce (EET), with support from donors including DFID. The EET is responsible for giving political and technical direction to the COVID-19 education response. It is coordinating stakeholder inputs and resources through four working groups corresponding to four emergency pillars:

- Pillar 1 – *Communications* (co-lead UNICEF): focusing on awareness raising, community social mobilisation, Information, Education & Communication (IEC) messaging around COVID-19, etc.
- Pillar 2 – *Continuous Distance Learning* (co-lead EU): focusing on continuing learning opportunities through radio, digital content and mobile phones for distance learning.
- Pillar 3 – *School Reopening Readiness* (co-lead WB): focusing on safe reopening of schools by ensuring school safety protocol, logistics, supplies, WASH arrangements, etc.
- Pillar 4 – *Operations, Planning and Policy* (co-lead DFID): tracking finance, targets and implementation and overseeing policy development in key thematic areas.

LWL participates in all four working groups and the activity plans emerging from the stakeholder consultations may inform further changes to the programme's workplan adaptation.

In addition to MBSSE's working groups, LWL has access to the wider Mott MacDonald/Cambridge Education network and, specifically, five technical working groups to share resources and advice on a global level. The technical groups are concerned with:

- *Remote learning*: How to deliver inclusive secondary education at scale via radio, digital learning platforms, call/text support.
- *Child safety and well-being*: How to ensure child protection and psycho-social well-being whilst children are not in school (with particular focus on sexual violence, child labour, children with disabilities, most marginalised).
- *Training, support and management of teachers*: How to keep teachers engaged and skilled whilst schools are closed and how to mitigate attrition.

- *Accelerated learning*: How to close learning gaps (particularly for the most marginalised) both whilst schools are closed and when they reopen.
- *Education system support*: How to support MoE/District with planning, coordination, and implementation whilst schools are closed and when they reopen.

Able to draw on these, Leh Wi Lan has been supporting the TSC to provide continuation of lessons by adapting JSS and SSS English and maths lesson content to be broadcast remotely nationwide. MBSSE is also being supported to plan the use of radio as a medium for safeguarding by adapting Girls-and-Boys Clubs material for radio use.

An adaptive workplan setting out how activities will be delivered within COVID-19 restrictions was developed and planning with MBSSE and TSC is in progress. Some key adjustments include:

- Maintaining teacher professional development and mentoring activities by School Support Officers (SSOs) via mobile phones for ongoing remote support.
- Developing simple bulk SMS system for communicating pedagogical or operational messages to school heads and teachers around responses.
- Supporting TSC to disseminate key messages on the Teachers' Code of Conduct through radio broadcasting.
- Supporting MBSSE to disseminate social norms messaging on radio aimed at protecting vulnerable girls and children with disabilities over the school closure period.
- Trialling workshops by teleconference to retain international TA inputs.
- Stepping up work on analysis, organisation and presentation of programme information for strategic communications.

The tables below provide an overall summary of progress against programme plans in the period February to April 2020 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'.

For the first time **we have included a blue category, indicating that progress has been 'severely impacted through COVID-19'**, specifically through school closures, restrictions on travel and gatherings.

Summary of progress in quarter 12 and actions for quarter 13 for the 5 outputs

| Programme Output 1 <i>Girls Learning and Disability Inclusion</i> | | | | |
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| KPI milestone for this quarter (12) <i>Number of pupils with disabilities reached with assistive devices and other support (target 1,000)</i> | | | KPI milestone for next quarter (13) <i>Review of trends in response by relevant authorities (TSC, Family Support Units, Ministry of Gender & Children Affairs) to reported cases of sexual violence or related school-based violence.</i> <i>(to be reviewed in light of COVID-19 situation)</i> | |
| Planned activities for this quarter (12) | Activity delivered this quarter (12) | | Highlights/challenges | Activities for next quarter (13) |
| Focus group discussions (FGDs) to inform the Social Behavioural Change Communication (SBCC) strategy to be held in districts of the Western area, Southern and Eastern Regions. | Consultations with key stakeholders including FGDs to inform SBCC were held in February in the Southern and Eastern Regions and in the Western Area. | | The final report has yet to be completed with MBSSE input and validation. This activity is currently on hold due to restrictions on gatherings and movement. | Finalize with MBSSE the final report on consultations and integrate the information in the SBCC strategy. Support MBSSE validation of the SBCC strategy. <i>Note: these activities could be subject to rescheduling due to the COVID-19 emergency.</i> |
| Continued support to TSC on the roll out of the updated Teacher Code of Conduct (TCoC). | To date, a total of 9,716 teachers have participated in TCoC dissemination sessions (1,370 females and 8,346 males, amounting to 67% of the 14,483 teachers | | The dissemination sessions take place each Saturday in a different district to allow teachers to attend without | Continued support to TSC for the dissemination of the TCoC in all districts, including via radio. |

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| | invited). They came from 12 out of the 16 districts of Sierra Leone; Bo, Bombali, Bonthe, Falaba, Kambia, Karene, Kenema, Koinadugu, Moyamba, Port Loko, Pujehun, Tonkolili. | | interfering with the regular school activities. These are currently suspended due to restrictions on gatherings. To continue supporting the roll out of the TCoC, the team is providing assistance to TSC to develop messaging on the TCoC for radio dissemination. | <i>Note: this activity is subject to rescheduling due to the COVID-19 emergency.</i> |
| Continuation of the roll out of the RVS guide in JSS and SSS, with continuous monitoring. | All JSS and SSS have started the roll out of the RVS guide during the Teachers Learning Circles (TLC), with continuous support and monitoring by the LWL team. | | The activity was on track but it has been suspended because of school closures. | Continued roll out of the RVS guide in JSS and SSS, with continuous monitoring. <i>Note: this activity will be resumed when schools reopen.</i> |
| Continued monitoring of Teacher Learning Circles (RVS guide roll out), School Safety Committees, hygiene kits, Girls-and-Boys-Clubs, murals and other activities via Tangerine and Solstice online tools. | The team has been monitoring regularly all school-based activities and the use of the 182,014 hygiene kits for girls distributed in JSS in July 2019. | | The activity was on track but it has been suspended because of school closures. | Continued monitoring of School Safety Committees, hygiene kits, Girls' and Boys' Clubs, murals and other activities via Tangerine and Solstice online tools. <i>Note: this activity will be resumed when schools reopen.</i> |
| Finalisation of any outstanding mural messages and maintenance of mural displays where needed. | The team finalised more murals, capturing positive messages on school walls to promote safety in school. | | Activity ongoing. It can continue despite school closure. Delays in the finalisation of the outstanding murals were caused by the lack of stencils | Finalisation of any outstanding mural messages and maintenance of mural displays where needed. |

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| | | | needed which were not delivered by the service provider. Alternative service providers are not available in country. | |
| The Special Committee to validate the special needs schools (SNS) situation report through visits to SNS across the country. | The team supported the Special Committee to plan visits to SNS across the country. | | The activity is on hold because the Special Committee has suspended its work due to travel restrictions. | The Special Committee to validate the SNS situation report through visits to SNS across the country. <i>Note: this activity will be resumed when the Special Committee resumes work.</i> |
| Distribution of assistive devices (ADs) to Special Needs Schools (SNS). | The team has discussed and tested the use of voice recorders with the director of the Milton Margai School for the Blind in Freetown. Distribution plans for the distribution of voice recorders to the SNS for the Blind across the country have been completed. Orders for the procurement of ancillary equipment have been placed. | | After testing, the team decided to distribute the voice recorders with ancillary equipment to maximise the benefits of their use (headphones to allow individual listening, power banks to recharge the devices, additional disposable batteries). | Complete distribution of assistive devices to SNS. |
| Continued screenings for students with disability in JSS and SSS. | Screenings of visually impaired children have been completed in JSS. Screenings of visually impaired children in SSS and mobility | | The activity has been suspended because of school closures. | |

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| | screenings in JSS/SSS have been planned. | | | |
| 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. | The team has engaged bilaterally with MBSSE and members of the GEC/GLADI steering committee to plan the way forward. | | This activity is currently on hold due to inactivity of the steering committee following the departure of the Deputy Minister who chaired the committee. MBSSE will revive the SC under the likely leadership of the CEO. | 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. <i>Note: this activity could be subject to rescheduling due to the COVID-19 emergency.</i> |
| Preparation of distribution plans for hygiene kits (HKs) to SSS for distribution carried out in April – May 2020. | Alternative strategies for the distribution of the HKs during travel restrictions and school closures have been prepared. | | Distribution plans to be finalised when the HKs arrive in Sierra Leone (ETA now rescheduled for June due to COVID-19 related delays – the kits are being produced in China). | Distribution of HKs to SSS girls. <i>Note: this activity could be subject to rescheduling due to the COVID-19 emergency.</i> |
| Completion of the distribution of Life Player radios and commencement of Girls-and-Boys- Clubs in JSS and SSS. Followed up with continuous monitoring. | 2,585 Life Player radios have been distributed in JSS and SSS nationwide. GBCs commenced in schools. | | The GBCs have been suspended due to school closures. | Continued roll-out of the GBC in JSS and SSS, with continuous monitoring. <i>Note: this activity could be subject to rescheduling due to the COVID-19 emergency</i> |
| Planning on how to roll out the GBCs in newly approved schools that did not receive any Life Player radios. | Lists of newly approved schools that did not receive Life Player radios have been prepared. | | This activity has been put on hold due to the Covid-19 response. Any plan of procurement and distribution of | Planning on how to roll out the GBCs in newly approved schools that did not receive any radios. |

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| | | | more Life Player radios is not viable under the current circumstances. | <i>Note: this activity could be subject to rescheduling due to the COVID-19 emergency.</i> |
| Finalisation of the first draft of the Gender Responsive Pedagogy (GDRP) materials. Followed by planning with MBSSE and TSC on how to support the use of the GDRP materials in schools. | A first draft of the GDRP on inclusion has been prepared but the section on disability is not yet complete. | | Additional TA being mobilised to complete the disability component of GDRP materials. | Finalisation of the GRP and drafting of the Disability Inclusion Responsive Pedagogy, followed by planning with MBSSE and TSC on how to support the use of the GDRP materials in schools. <i>Note: the activity of planning with MBSSE and TSC on how to support the use of the GDRP materials in schools could be subject to rescheduling due to the COVID-19 emergency and relative shift in Government priorities.</i> |
| New activities in support of COVID-19 emergency response | | | | |
| Provide technical support to MBSSE for the development of strategies on protection of vulnerable girls and children with disabilities during COVID-19 outbreak. | The team is providing continuous technical input during thematic meetings and to the drafting of concept notes and strategic documents. It also participates in the Communications pillar of the EET. | | The team is actively engaged with the MBSSE communication team to develop radio messages to raise awareness for the prevention of abuses against children. | Ensure continuous support to MBSSE throughout COVID-19 emergency period. |
| Adapt GBC materials for radio use. | GBC materials were reviewed and adaptations for radio use proposed to MBSSE through a concept note. | | The concept note is currently under review by MBSSE. | Provide technical support to MBSSE for radio use of the GBC materials. |
| Support TSC to disseminate key messages on the TCoC through radio broadcasts. | The team has provided input to strategic planning documents. | | This activity targets the 21,688 JSS/SSS teachers who should have participated in the | Support TSC to develop messages based on the 2019 TCoC and |

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| | | | dissemination sessions cancelled in the districts of Kono, Kailahun, Western Rural and Western Urban area. In addition to those the proposed nationwide broadcasting will reach all teachers in Sierra Leone. | disseminate them through radio broadcasts. |
| Other activities carried over from Q.11 | | | | |
| Finalise Life Player radio distribution plans and distribute radios to JSS and SSS. | A total of 2,585 Life Player radios were distributed to 1,062 JSS and 340 SSS in the 16 districts of Sierra Leone. | | Life Player radios were distributed with ancillary equipment (solar panels and chargers). Safety guidance and locks also provided. | |

| Programme Output 2 <i>Improving learning conditions in schools</i> | | | | |
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| KPI milestone for this quarter (12) <i>70% of school leaders (principals, HoDs and senior teachers) reporting on actions taken to improve learning time.</i> | | | KPI milestone for next quarter (13) <i>Teacher Research presented to national audience in conference (to be reviewed in light of COVID-19 situation)</i> | |
| Planned activities for this quarter (12) | Activity delivered this quarter (12) | | Highlights/challenges | Activities for next quarter (13) |
| Conduct coaching visits in all focal JSS and SSS schools. | 7,602 coaching visits conducted in February and 5,243 in March. March saw more coaching around exam alignment. No observations | | Coaching has not resumed in Term 3 due to school closure. We are developing a remote | SSO weekly coaching calls to teachers. Content to be decided with TSC, but likely to use existing materials and aligned to |

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| | conducted in April due to school closure. | | coaching approach using mobile phones. | instructional videos once approved by TSC. Build on existing radio content, provide psychosocial support, improve networking, use LPMs, PHBs and improve subject knowledge. |
| Support TSC teacher registration exercise (pilot completed). | Report for pilot phase completed by TSC. Detailed plan for national roll out and technical requirements currently being developed by TSC. | | TSC requested upload of registration forms on Tangerine; however, Tangerine not fit-for-purpose as registration forms include biometric data (photos of teachers). TSC to administer forms in paper format – possibly using SSOs to support. | Finalisation of national roll out plan by TSC. Roll out of teacher registration exercise in all districts. |
| Collate evidence of approaches to improve learning time. | 1,170 reports received from schools detailing actions undertaken by school leaders to improve learning time since the last CPD activity. | | Good response on actions taken. Next we will dive deeper to better understand and record how the changes were implemented. We will review findings from SGLA. | |
| Scale up teacher-videos with TSC approval. | TSC has not yet approved the videos or provided us with a steer on content. | | Videos can be used to provide CPD remotely, linked to stars and wishes (positive and negative feedback). We will propose this through TSC. | |
| Conduct school-based training for maths and English teachers in non-private schools - both JSS and SSS. | Findings show 33% of schools have conducted some form of CPD this academic year. | | Deep dive conducted to understand what works and what doesn't in school-based CPD. | Present deep-dive findings to TSC and National CPD Framework Steering Committee to inform on decision making going forward. |

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| Procurement and delivery of 622,460 additional PHBs. | Printing completed and shipment expected to arrive in Sierra Leone by end of May. | | MM staff member conducted site visit in China. Printing expected to finish 30 th April. | PHBs expected to be received and stored in Western Rural warehouse during this quarter. |
| Distribution of 622,460 PHBs to schools. | Distribution due next quarter (Q13) on receipt of PHBs | | In the light of inter district travel restrictions at the time books are received, the book distribution schedule will be reviewed. If necessary PHBs will remain securely stored in Western Rural warehouse until safe distribution is possible. | Distribution planned immediately schools reopen. |
| Implement SSO performance management and evaluation framework and use findings to provide individualised feedback and support to SSOs. | SSO Performance Management framework used to assess SSOs in terms 1 and 2. Total of 7 SSOs were put on performance improvement plans (PIPs) and as a result have been under closer supervision by DSOs. | | Some SSOs put on PIPs and DSOs followed up with appropriate supervision and guidance. | Next SSO Performance Management due in July. |
| Conduct school leadership engagement with non-private school principals, assistant principals and HoDs (JSS and SSS). | Interviews with schools conducted to gather learning from term 2 leading to the development of term 3 materials. Materials developed but training in using them could not take place due to school closures and restrictions on gatherings. | | Did not take place in term and now delayed until schools reopen. Alternative remote CPD approaches are being prepared in line with TSC steers. | Conduct school leadership engagement with non-private school principals, assistant principals and HoDs both JSS and SSS. |
| Conduct SSO Professional Development Week and provide differentiated professional development approaches. | SSO Professional Development Week was successfully held. | | SSOs providing analysis on why PHBs are not being used in certain schools / areas. | Conduct SSO Professional Development Week and provide differentiated professional development approaches. |
| Prepare for teacher research conference. | SSOs trained on writing up teacher research findings and preparing | | Face to face conference in July will not be possible. We will | |

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| | conference abstracts. However, no progress has been made operationally as it looks likely the conference will need to be delayed to September, COVID-19 permitting. | | review possible dates in light of restrictions being lifted but currently postponed to September. | |
| Design scale up of pupil remediation pilot in SSS. | Ongoing pupil remediation pilot in two districts in SSS but implementation stalled by school closure. | | Not ready for scale up. We have engaged an evaluation specialist to take a deeper look at the Theory of Change and review the evaluation. | |
| Implement pupil remediation approaches (JSS and SSS). | Game sets procured for 20 schools in JSS (same districts as SSS pilot) but cannot proceed with implementation due to COVID-19 restrictions. | | Unable to start implementation until schools reopen. Winning Teams approach is being reviewed for school re-openings. | |
| Conduct monthly learning circles (LCs) with SSOs in all districts. | 3 LCs conducted in February, March and April. | | LCs encouraged to continue to keep SSOs focused through the school closure period (meetings held within government restriction requirements) | Conduct monthly learning circles with SSOs in all districts. |
| Conduct teacher research with JSS and SSS teachers | Teacher Research conducted with JSS and SSS teachers. | | Teachers collected data whilst schools were open. During school closures remote training sessions have been held led by a combination of international specialist, national consultants and SSOs to prepare for the final phase of research. | District level training of star teachers by mentors supported by national consultants. |
| Activities carried over from Q11 | | | | |
| 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. | Obtain TSC approval of videos. |

| New activities in response to COVID-19 | | | | |
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| Support Ministerial emergency education taskforce (EET) to air school radio broadcasts – Radio Teaching Programme (RTP). | LWL contracted five community radio stations in five districts (Kailahun, Pujehun, Moyamba, Kambia and Port Loko) to enable nationwide coverage of the RTP. | | LWL participating in task force working groups from May. A working group on continuous distance learning overseeing the RTP. | Participate in EET working group on continuous distance learning. |
| Revise activities in response to COVID-19 restrictions. | Revised activities in LWL workplan to respond to school closures and change in Ministry priorities (adaptive workplan). Prepared for remote working by surveying SSO needs and different abilities/capacity to work remotely. Developed a survey to understand teachers' new situation and capacity to engage in remote CPD events. | | MBSSE is interested in the data coming out of this as it plans to assess the impact of the RTP on pupils and teachers. | Share findings of the teacher survey with MBSSE and TSC. |
| Develop databases for teacher training data and materials distribution. | Engaged a consultant to review data sets and advise on options for a more accessible database showing all teacher training events and all products distributed, e.g. LPMs, PHBs and HKs. | | The database will be part of LWL's legacy pack and a form of it will be handed over to TSC as a tool for monitoring teacher professional development in future. | Database prototype to be developed and populated with existing data. |

| Programme Output 3 Strengthening MBSSE's capacity to plan, monitor & manage service delivery | | | | |
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| KPI milestone for this quarter (12) <i>Development of national dashboard including supervisor/principal data</i> | | | KPI milestone for next quarter (13) <i>Monthly school monitoring dashboard report produced and disseminated for last 6 months</i> <i>(Reports will be produced but will have limited data if schools remain closed – new KPI to be considered)</i> | |
| Planned activity for this quarter (12) | Activity delivered this quarter (12) | | Highlights/challenges | Activities for next quarter (13) |
| Clarify the issue of WECs with Minister/CEO and resume support if requested. | Discussions with CEO and Minister indicated continuing interest in WECs as they are a manifesto commitment. Planning document previously developed, including roles of WECs, submitted to Minister for comment. | | Minister yet to communicate the priority status of the work on WECs. | |
| Continue work with DSTI on automating analysis of school examination results. | Provision of training to assigned DSTI staff on NPSE, BECE and WASSCE data analysis. Automation process being made more comprehensive. | | Progress slowed down because designated DSTI staff have to work on other assignments. | Continue work with DSTI on automating analysis of school examination results as well as support for automating post-examination school placement starting 2021/22 school year. |
| Provide technical and operational support to MBSSE on policy issues and FQSE implementation. | Policy drafts on approval of schools and use of school subsidies produced. Preliminary steps on the drafting of a new education policy taken. | | Inputs received from some MDAs on draft policy papers. Getting inputs from SLTU, CPSS, NaCoHT and local councils is proving to be | Completion of work on policy drafts on approval of schools and use of school subsidies. Support for work on umbrella education policy commenced |

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| | | | a challenge. DDs also not providing inputs. | |
| Continued support to MBSSE internal structural and functional review and decentralisation process. | Work has continued. Inputs provided to the Management Functional Review (MFR) report response from the MBSSE. | | Restrictions slowing down movement on changes. Greater priority is now being given to challenges resulting from COVID-19. | Continued support to MBSSE internal structural and functional review and decentralisation process as requested. |
| Continue to provide advice on learning assessment and exams. | Provided school level NPSE performance data by district to TSC. | | Challenges resulting from COVID-19 have caused a re-think. NPSE and BECE postponed. How to prepare for exams in the absence of schools is new focus. | <p>Continue to provide advice on learning assessment and exams as requested.</p> <p>Support as requested on Education Innovation Challenge (EIC) and Education Outcomes Fund (EOF) and other relevant initiatives with the DSTI.</p> <p>Provide support and advice as required or requested to the Offices of the Minister and Chief Education Officer.</p> |

| Programme Output 4 <i>Strengthening district capacity to hold schools and teachers to account</i> | | | | |
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| KPI milestone for this quarter (12) <i>Two Activity Based Budgeting (ABB) pilot districts (Kenema and Bo) share knowledge and experience with other districts to improve planning of annual DEO budgets</i> | | | KPI milestones for next quarter (13) <i>Validation check of Principals' Tangerine data conducted to assure data quality and integrity</i> <i>(to be reviewed in light of COVID-19 situation)</i> | |
| Planned activity for this quarter (11) | Activity delivered this quarter (11) | | Highlights/challenges | Activities for next quarter (13) |
| Production of monthly school monitoring report (activity repeated each month). | Monthly monitoring reports continued to be produced and disseminated. Reports from April will be limited by lack of school visits by SSOs due to school closure. | | In the event that schools remain closed focus will be on analysing existing data already collected from schools | Produce monthly indicators report and quarterly issues report. |
| Monthly DEO meetings aimed at district performance monitoring (activity repeated each quarter). | 16 districts (100 %) conducted their performance monitoring meetings throughout the quarter. | | All 16 districts have continued to physically conduct the meetings in each DEO office, adhering to all government regulations on gatherings. We might go into virtual meetings if further government regulations on COVID-19 are announced. | Monthly DEO meetings in all districts and performance monitoring reports (activity repeated each quarter) |

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| Continued support to decentralised system coordination – WEC and FQSE coordination (activity repeated each quarter). | Work on WECs still on hold. | | Continuation will depend on level of priority accorded by the Minister. | |
| DSO coordination and support (activity repeated each quarter) | DSO coordination meeting held in March. The meeting was face to face with all 16 DSOs, supported by DPSOs and the Fleet Coordinator (motorcycle safety). The meeting was to improve DSO effectiveness through better coordination with all outputs and DSO reporting on SSO performance. | | In the COVID-19 period, DSOs are supporting SSOs remotely through phone calls and the monthly Learning Circles. WhatsApp calls and chats have largely replaced face to face meetings. | DSO coordination and support (activity repeated each quarter) |
| Support enhanced use of evidence/data in monthly performance monitoring | As schools remain closed, supervisors are not visiting schools or working in them. There is no data around performance. | | Monthly DEO meetings will continue to be encouraged where possible. However, limited data available until schools reopen. | Support enhanced use of evidence/data in monthly performance monitoring (repeated activity). |
| Supervisor Tangerine data collection and reporting tool development | Test version of Tangerine dashboard developed for MBSSE to monitor supervisor data | | A number of supervisors collected and uploaded data on Tangerine for the first time in March. This is positive and must be built upon when schools reopen. | |
| Launch principals' version of Tangerine | The principal version of the Tangerine pilot has been launched and 200 principals across 4 pilot districts trained before school closure. During the closure, | | 50 principals in the fifth pilot district (Port Loko) to be trained during the school closure within restriction requirements. | Complete training and deployment of 50 principals in Port Loko district. |

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| | principals are getting familiarised with tablets and filling out forms with dummy data for practice. | | Work on principals' dashboard will be completed when principals are able to collect data after school reopening. | Subject to schools reopening, finalise principals' Tangerine dashboard. |
| New supervisor induction planning | Recruitment of 160 new supervisors was put on hold by MBSSE. We are currently working on providing alternative, remote support to existing supervisors. | | Continuous engagement with MBSSE on recruitment of new supervisors to inform training plan and LWL's graduation plan is required. | New supervisor induction planning (subject to MBSSE recruitment plan) |
| Activities carried over from Q11 | | | | |
| Development of data collection forms for principals' version of Tangerine. | 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. | | Planning on how to conduct data validation checks are also in development. This is due to concerns about principals' ability and motivation to record accurately. | Check on principals' progress with their practice forms and engage supervisors to provide support |
| Development of supervisor Tangerine data collection and reporting tool | Tablets have been distributed to 41 supervisors in the districts and data was uploaded for the first time in March. | | Supervisors will be supported to keep uploading school visit data when schools reopen. | Supervisor Tangerine dashboard based on March uploads to be shared with MBSSE (Director Inspectorate) |

| Programme Output 5 <i>Monitoring, research and learning</i> | | | | |
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| KPI milestone for this quarter (12) <i>Perception survey on MBSSE's expectations on outcomes and use of SGLA findings conducted.</i> | | | KPI milestone for next quarter (13) <i>Fieldwork for 2020 learning assessment conducted and data cleaned for submission to MBSSE</i> <i>(to be reviewed in light of COVID-19 situation)</i> | |
| Planned activity for this quarter (12) | Activity delivered this quarter (12) | | Highlights/challenges | Activities for next quarter (13) |
| Carry out consultative design of fourth annual learning achievement survey. | Activity completed and concept note shared with MBSSE and other Leh Wi Lan stakeholders for their inputs. | | Concept note endorsed by Minister prior to COVID-19 closures. A rethink now required and a redesign outlining scenarios within COVID-19 restrictions is in progress. | Produce a new concept note redesigning SGLA4 in the light of COVID-19 restrictions – share with MBSSE and DFID for approval. |
| Develop and pilot instruments, conduct training of field personnel (coordinators, supervisors, enumerators) in April / May. | Instruments developed. | | Piloting of instruments and training of field personnel has been put on hold due to school closures. | Same as above. |
| Carry out dissemination of SGLA3 findings to district level and schools. | Activity completed at the district level with DDEs and TSC officials. 3 policy briefs produced as products of SGLA3 and other programme data. | | The dissemination for schools will be done during the ToT for teacher professional development just before the next term begins (subject to school reopening). | Disseminate 3 SGLA policy briefs. |

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| Ensure summary of key findings from learning assessment survey and implications for SSO and supervisor work is produced and disseminated. | Presentation of SGLA III findings and its implications for SSO work done during the SSO Professional Development Week. | | | |
| Complete qualitative study report | Report completed and submitted. | | Qualitative study and Perception study rich in information that can be built into further information/policy briefs. | Extract key messages from qualitative study and perception study reports for programme information brief. |

Programme progress by output

Programme output 1 – Girls learning and disability inclusion

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

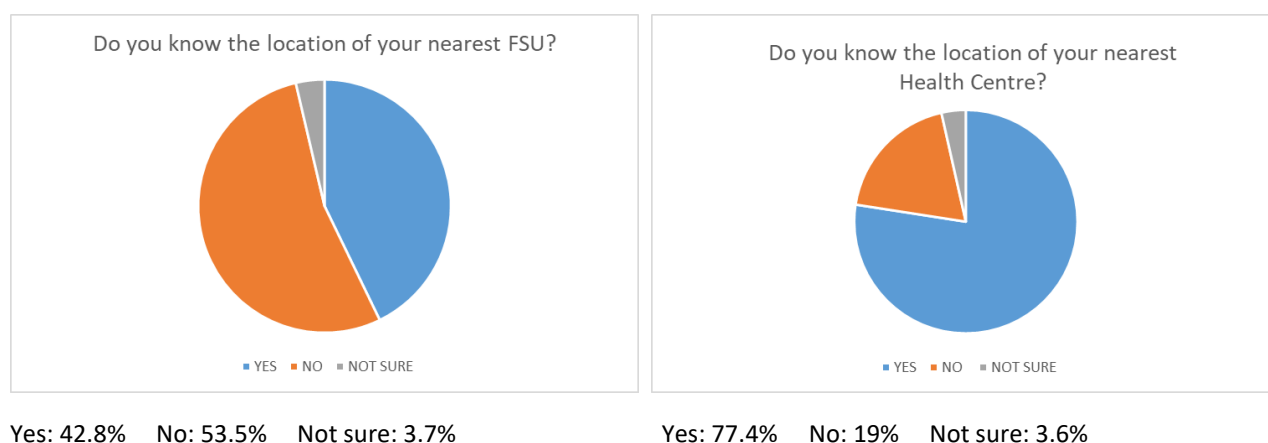
Objective 1: Implementation of the Reduce Violence in Schools (RVS) guide

Activity 2.1.1: Ongoing implementation and monitoring of the RVS guide

In February and March, our School Support Officers (SSOs) and District Inclusion Officers (DIOs) monitored the implementation of the Teachers Learning Circles (TLCs) in 1,127 Junior Secondary Schools (JSS) and 675 Senior Secondary Schools (SSS) to track their progress in completing the 9 units of the RVS guide. Monitoring reports confirm that most JSS have completed the reading of the RVS guide as well as some of the SSS. Monitoring reports suggest that the TLCs are effectively promoting collaborative learning and constitute a valuable strategy for teachers' development. The TLCs and related monitoring activities were suspended on March 31st due to school closures.

When schools are open, each DIO completes spot checks in up to five schools per month, to verify the TLCs are taking place, there are sufficient copies of the RVS guide available for the teachers, the School Safety Committee (SCC) is active and schools have suggestion boxes in place. They also monitor the condition of the school murals with messages on how to report violence and seek support. Our team provides continuous guidance on safeguarding issues, supporting the school leadership to identify referral pathways in case of SRGBV incidents.

Our DIOs also monitor whether girls know where to seek help if they are victims of or witness violence, asking them whether they can locate the local Family Support Unit (FSU) or 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 February and March in 178 schools on the base of the interview of 1,117 girls on the FSU and 1,787 girls on the Health Centres.



This data is in line with our previous reports. It suggests that while Health Centres are available and accessible to most adolescent girls and their families, the FSU are still not fully functional in all districts.

Objective 2: Identification of pupils with disabilities and provision of assistive devices (ADS).

Activity 2.1.2: Provision of ADS to visually impaired children in JSS.

Our DIOs have coordinated the screening of visually impaired children by local medical teams in all JSS. Over 2,500 children have been visited by an optometrist and individual assessment reports have been compiled. Our team has initiated the procurement of 2,106 pairs of glasses that will be distributed to the visually impaired children together with ADS (including solar lamps) when needed.

The distribution of the ADS to visually impaired JSS children will be carried out in May 2020 using strategies that will be compliant with the guidelines provided by MBSSE for distribution activities during school closures as well as the policies and restrictions of the Government of Sierra Leone in response to the COVID-19 emergency.



Prescription glasses ready for distribution in Bo district

In addition to the ADS the team will procure medical treatment for 2,570 pupils. Strategies for administration of medication during school closures are currently being discussed with MBSSE and our partner Humanity Inclusion (Handicap International).

The medical reports prepared after the screenings will support all the follow-up activities and referrals. In this regard, plans have been made to work with MBSSE to establish a system for government to track children with disabilities in the school system.

Objective 3: Expansion of Girls-and-Boys-Clubs (GBCs)

Activity 2.1.3: Distribution of Life Player radios

The team distributed 2,585 Life Player windup radios to 1,062 JSS and 340 SSS in the 16 districts for the implementation of the GBCs. Each school received between 1 and 4 radios, according to the number of students enrolled. The Life Player radios were distributed with ancillary equipment such as: a solar panel designed exclusively to recharge this model of radio; a plug charger; an instruction manual; a chain lock to reduce the risk of theft of the equipment; a laminated note with guidelines

on how to implement the GBCs and instructions for the maintenance and safe-keeping of the radio; a paper version of the laminated guidance note to be pasted on the school notice board. Each radio has a unique barcode that has been registered to support locating each item.

Activity 2.1.4: Ongoing implementation and monitoring of the GBCs

The GBCs commenced in all schools immediately after the distribution of the Life Player windup radios. The activity is designed to reach as many students as possible and provide them with information on topics that affect their learning and well-being using a child-friendly and entertaining approach. All JSS and SSS students are invited to participate in the sessions in mixed groups of about 40 to 50 girls and boys. Preliminary findings show a high attendance of the GBCs. Key topics are covered in 17 pre-recorded radio episodes where two hosts guide the students on discussions about school-related gender-based violence, sexuality education, problem solving and communicating with others. The GBCs and relative monitoring were suspended because of school closures.



A piloting session of the girls' and boys' clubs at government technical secondary school, Freetown

Objective 4: Provision of Hygiene Kits (HKs) to Girls

Activity 2.1.5: Distribution of HKs to girls in SSS

Post-distribution monitoring data confirm the positive impact of the HKs on the retention of JSS girls in school, with more than 70% of the girls interviewed by our DIOs nationwide reporting not missing school days when they have their period against the 38% declaring not missing school during their menses (UNICEF data, U-Report Survey May 2018).

To scale-up the intervention in SSS, a total of 100,000 hygiene kits have been procured and were expected to arrive to Freetown in the beginning of March 2020. Due to delays caused by the international restrictions of movement in response to COVID-19, the expected date of arrival of the shipment to Freetown has now shifted to June 2020.

Plans for the distribution of HKs have been prepared in consideration of two possible programme strategies:

- Using the HKs for their original purpose, that is, to support girls' retention in school.
- Using the hygiene kits for the COVID-19 response, in particular to support to girls' safety.

The approach will be decided on once the kits are available for distribution, in consideration of the current emergency scenario and in agreement with all the stakeholders.

Objective 5: Development of the Social Behavioural Change Communication (SBCC) strategy with MBSSE

Activity 2.1.6: Focus group discussions to inform the SBCC strategy to be held in districts of the Western, Southern and Eastern Regions

Consultations and focus group discussions to inform the SBCC strategy were held in Bo, Kenema and Freetown in February to engage stakeholders from the Southern, Eastern and Western regions respectively. The team supported MBSSE to facilitate conversations informing the SBCC strategy on key topics such as Gender Based Violence (GBV), early and forced marriage, Female Genital Mutilation (FGM) and disability discrimination.

Plans have been made for a final report to be compiled jointly by MBSSE and the LWL team to feed into the SBCC strategy and support the design of a workplan for activities to implement effective SBCC. This activity is currently on hold due to restrictions.

Objective 6: Support to MBSSE and Teaching Service Commission (TSC)

Activity 2.1.7: Provide technical support to MBSSE for the development of strategies for the protection of vulnerable girls and children with disabilities during COVID-19 response

To ensure that children can keep learning throughout the crisis, our support to MBSSE aims at ensuring that all education interventions during the COVID-19 response do not inadvertently exacerbate harm and exclusion. In particular, the team is providing technical input for the development of strategies for the protection of children whose vulnerabilities have increased during school closures, such as adolescent girls and children with disabilities.

Our main focus is currently to mitigate the risk of an increase of teenage pregnancies due to school closures, as previously occurred during Ebola response when teenage pregnancies increased by 65%. To support MBSSE, our team is providing technical input to the development of awareness raising messages for broadcast through MBSSE radio as well as simulcast on 40-45 radio stations across the country. In addition to that, our team has proposed an adaptation of the GBC episodes for radio broadcasting, currently under MBSSE review.

Activity 2.1.8: Support to TSC for the dissemination of the 2019 Teachers Code of Conduct (TCoC).

Our team has provided support for the TSC to print 33,000 copies of the 2019 TCoC and to plan its dissemination to 36,169 JSS and SSS teachers nationwide. From January to March, a total of 9,716 teachers (1,370 females and 8,346 males) participated in dissemination sessions in 12 out of the 16 districts of Sierra Leone. Sessions were held on Saturdays to allow teachers to attend without interfering with their regular school commitments. The activity was suspended due to the restrictions.

The team is currently supporting TSC to develop messages on the TCoC for radio broadcasting. The objective of this sensitisation is to reach all teachers, and in particular the 21,688 JSS and SSS teachers of the four districts where the dissemination sessions have not been held yet, namely Kailahun and Kono districts, Western Rural and Western Urban areas.

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

2.2.1 Printing and distribution of additional Pupil Handbooks

During January and February printing work in China was delayed due to COVID-19 and the factory closure. The factory re-opened and work quickly resumed in March and all pre-printing documents were finalised, samples sent to Leh Wi Lan and approved, and printing of all books took place. A Mott MacDonald project manager from China travelled to the factory in April to observe the quality control practices and ensure all aligned with expectations. He produced a positive report showing all expected quality control processes are in place, including colour matching, keeping sheets clean, ordering pages accurately and binding.

We expect shipment to arrive in Sierra Leone by end of May and distribution to schools to be done when schools reopen.

2.2.2 Review of Pupil Handbooks

We continued to monitor pupils' use of pupil handbooks in schools. We conducted a district level review with SSOs to understand why the PHBs are sometimes being used inconsistently, namely, high usage in some months and low usage in others. We found that Kenema and Western Rural have the lowest use (as shown in the table below). Reasons for this were attributed to SSOs in these districts not properly recording responses on PHB usage on Tangerine, and recording conflicting responses on PHBs usage in classes.

| District | % of pupils using PHBs |
|--------------------|------------------------|
| Kenema | 44% |
| Western Area Rural | 53% |
| Bo | 65% |
| Tonkolili | 66% |
| Bonthe | 66% |
| Kailahun | 68% |
| Kono | 69% |
| Moyamba | 70% |
| Karene | 70% |
| Port Loko | 76% |
| Bombali | 77% |
| Pujehun | 79% |
| Western Area Urban | 84% |
| Kambia | 86% |
| Koinadugu | 93% |
| Falaba | 99% |

The barriers to effective use of PHBs as identified by SSOs are shown in the diagram below.



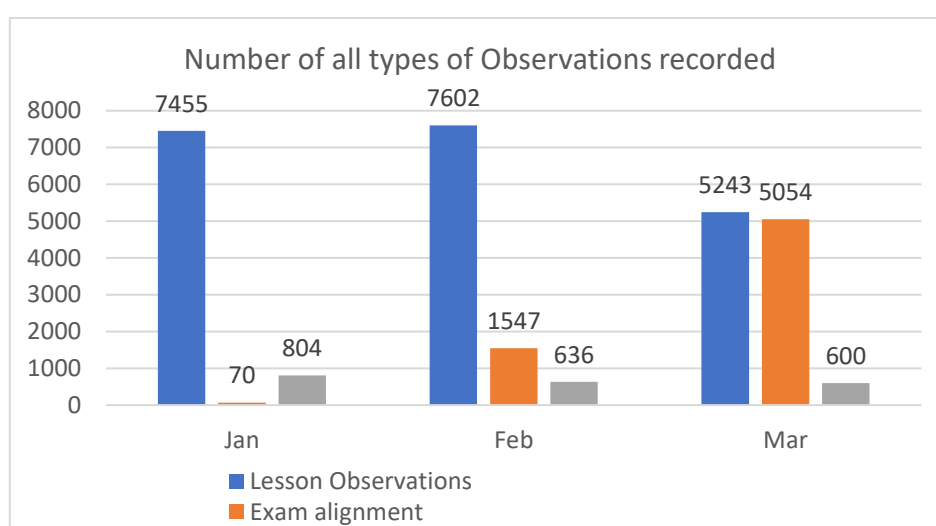
The main challenge schools are facing is insufficient number of books. This will be addressed with the new production and distribution of PHBs. The challenge of parents refusing to sign for the books for fear of paying fines is already being addressed through school community sensitisation by the CRC engaged through the FQSE Secretariat.

Objective 2: Teacher coaching, training and support

2.2.3 Coaching provided by SSOs

In this quarter, February saw 7,602 lesson observations whilst March saw 5,243 observations. With 2nd term exams conducted in the second half of March exam alignment observations were at 5,054. Schools have been closed for the entire month of April with no observations conducted.

The table below shows February and March observation data extracted from the Tangerine dashboard report:



2.2.4 Revised approaches for Q.13 in light of COVID-19 restrictions

Due to school closures SSO coaching was unable to resume in term 3 (April). We have conducted a survey of SSO connectivity and are designing an approach for remote coaching through phone calls. This will include wellbeing, professional engagement and review of learning to keep teachers engaged in the profession and ready for schools re-opening. We expect this approach to roll out in Q13.

2.2.5 SSO Learning Circles

Learning Circle sessions were held in February, March, and April. During this quarter, the following topics and issues were discussed:

- Improving learning time.
- Pupil Remediation.
- Teacher Research monitoring and reporting by teachers.
- Disability screening in schools.

- Reporting school-related gender-based violence.
- Motorcycle monitoring reports.

Through these sessions, SSOs were able to identify the opportunities and challenges that directly hinder a teacher's performance during lesson delivery. Holding continuous school based CPDs and providing appropriate feedback has helped in improving teacher's understanding of subject content and pedagogy.

After one month of indefinite school closures, the Learning Circle in April was held with slight modifications in approach, focusing on the proposed work timetable for SSOs during COVID-19. This includes remote coaching of teachers using SMS messaging and phone calls.

2.2.6 SSO Professional Development Week

The SSO Professional Development Week was held 2nd – 6th March 2020. SSO's participated in professional development on:

- Gender and inclusion.
- Motorcycle safety.
- Tangerine.
- Safeguarding.
- Teaching and learning.
- The 'teaching and learning' sessions included:
- Using PHBs more effectively.
- School driven actions to improve learning time.
- Providing feedback to pupils to support further learning.
- School-based CPD.
- Identifying and using online English resources to improve literacy skills.

SSOs were engaged in all sessions and able to effectively discuss barriers and solutions. Given that we are now working more remotely it is useful that the last two Professional Development Weeks looked at online learning materials for English and maths. SSOs varied greatly in digital skills. A few regularly search online for ways to improve and are highly competent in navigating online learning content. Others struggled to access the given websites on their tablets and required a lot of support. Many faced connectivity issues that made work extremely slow meaning they couldn't engage with the online content. Differences in skills and connectivity is now being reviewed as we move to more remote working and aim to capacitate each SSO.

Revised approach for next quarter in light of COVID-19 restrictions:

Learning Circles will continue face to face where and when allowed and through phone calls where restrictions are in place. SSO Professional Development Week will probably not be held. Instead SSOs will receive distance training on how to deliver remote coaching to teachers.

2.2.7 School Leadership Training with Heads of Department and Principals

In February consultants met to develop the materials for term 3 of leadership training. To steer materials development, consultants conducted interviews in schools to understand the impact of the term 2 training and their ongoing needs. The consultants visited 12 schools in 5 districts (Pujehun,

Kono, Port Loko, Bonthe, Moyamba). Based on the findings, materials were developed on the following topics:

- Actions taken to improve learning time – what works?
- Marking pupil's books to check learning.
- Using PHBs to improve pupil led learning.
- School-based CPD – what works?
- English and math's subject content for term 3.

Due to COVID-19 restrictions it was not possible to hold the training as planned during the Easter holiday. We are now reviewing when and how to deliver the training in the most effective way. Teachers need to be able to practice what they learn in the classroom as soon as possible and without too long a gap therefore the content is likely to be delivered just before schools re-open. Additional content will be developed that can be delivered remotely to teachers through SSO coaching.

Revised approach for next quarter in light of COVID-19 restrictions:

Face to face training to is delayed to just before schools re-open. Alternative CPD approaches are being planned to be delivered remotely through SSO phone coaching, and possibly SMS or radio. This will be developed in collaboration with TSC and MBSSE Education Emergency Taskforce.

2.2.8 School-based CPD

School based CPD has worked well in some schools but not in others. This quarter we conducted a deep dive to understand where school based CPD is working well and where it is not working well and why.

| Status of school based CPD | # Schools reported by SSOs (% of total JSS and SSS) |
|---|--|
| Have successfully implemented school based CPD as per the handout | 96 (6%) |
| Have successfully implemented some form of CPD but not as described in the handout | 183 (11%) |
| Have tried some form of CPD activity but have found it difficult and haven't done it again. | 259 (16%) |
| Are interested in starting school based CPD but don't know where to begin. | 769 (48%) |
| Not interested in doing any form of School based CPD | 40 (3%) |
| No response | 251 (16%) |

An international CPD specialist worked with the national consultants and conducted research in 10 school across the country. The main reason for school based CPD not working is that schools need funds to provide transport allowances and snacks to teachers (as a minimum). If they received their subsidies on time, they could use these funds. The report is expected to be completed next quarter and will inform our approach to share what is working well and support TSC to implement school-based CPD.

Revised approach for next quarter in light of COVID-19 restrictions:

Implementation and monitoring will be delayed until schools reopen; however, we will continue to engage with TSC and discuss how school based CPD can be incorporated into an approach for school reopening.

2.2.9 Teacher Research

Teacher research continued in classrooms throughout February and March. Teachers collected data for their research questions. The training in April could not be held in the scheduled face to face format. The international consultant delivered training to four national consultants using video conference. In turn the national consultants delivered training to mentors (SSOs and DDs) through phone calls in each district. Next quarter SSOs will deliver training to teachers in small groups in their districts where possible, where this isn't feasible, they will deliver training over the phone. Most teachers are now in the final stages of their research and writing up their findings remotely. Some would benefit from continuing data collection when schools reopen.

Revised approach for next quarter in light of COVID-19 restrictions:

Teacher research continues remotely however the Teacher Research Conference will need to be delayed. We plan to postpone until September 2020 and continue to monitor if this is feasible.

2.2.10 Teacher Registration

During last quarter we co-funded and provided technical support to the Directorate of Teacher Registration and License of the Teaching Service Commission to conduct a pilot registration of trained and qualified teachers in Western Urban district. The exercise aimed at registering trained and qualified teachers to subsequently provide a register of teachers, including their specialty, experience, gender, locations and contact details and it targeted 7,335 teachers in government and government assisted schools in the Western Urban area.

A final report and pilot register of teachers for Western Urban was completed and shared with us. Below is an extracted table indicating qualifications of teachers across all levels:

Table 1 Qualification Types of teachers across levels

| Qualification types | Pre- Primary | Primary | JSS | SSS | Grand Total |
|--|--------------|---------|-----|-----|-------------|
| Any Bachelors in Ed | 2 | 24 | 163 | 335 | 524 |
| HTC (P) | 10 | 217 | 15 | 6 | 248 |
| HTC (S) | 8 | 122 | 773 | 189 | 1,092 |
| Non - Professional (Diploma, Certificate) | | 85 | 50 | 30 | 165 |
| Non - Professional (Graduate) | | 35 | 42 | 70 | 147 |

| | | | | | |
|--------------|------------|--------------|--------------|--------------|--------------|
| TC | 114 | 1,536 | 28 | 23 | 1,701 |
| TC - Degrees | 9 | 135 | 482 | 385 | 1,011 |
| TC, HTC (P) | 40 | 646 | 13 | 1 | 700 |
| TC, HTC (S) | 5 | 55 | 65 | 11 | 136 |
| Total | 188 | 2,855 | 1,631 | 1,050 | 5,724 |

Objective 3: Proactive remediation and support for students

2.2.11 Pupil Remediation in SSS

The Winning Teams led pilot continued in SSS for another term. During this period, we have continued monitoring and supporting implementation. Several challenges were faced with ensuring the facilitators conducted timely visits, were supported operationally to do so and reported back on their findings. This improved over this term. We procured game sets for JSS with questions for terms 1, 2 and 3 so that the approach can be tested in JSS schools in the same districts. Since schools have not been open in term 3, we have been unable to continue implementation and monitoring. We are now reviewing when this approach can be extended to JSS. We are drawing on the principles of success from this approach that can be integrated into more schools when they reopen. This is especially important given the lost learning in term 3.

Programme output 3 – Strengthening MBSSE’s capacity to plan, monitor and manage service delivery

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

Objective 1: Capacity development support to MBSSE

Activity 2.3.1: Provide dedicated support to the Office of the Minister to support FQSE

We supported detailed planning and costing for the National Dialogue on Education (now renamed National Forum on Education). However, the activity appears to have been deprioritised by government for the time being.

We also supported the Minister with work on the proposed re-structuring of MBSSE, e.g. outlining policy proposals for transferring some responsibilities from HQ to districts, and contributing to a draft report of a functional review of MBSSE by the Public Sector Reform Unit (PSRU).

Support has been provided to MBSSE in writing up its Education Sector Analysis with substantial inputs made into chapters 2 and 4 of the draft ESA developed in a workshop in Dakar and ongoing provision of data and information as required.

A School Approval Policy has been identified by MBSSE as one of a priority set of policies to be released this year. Our Education Consultant has led the drafting of this policy in conjunction with the CEO and a draft is now being reviewed by stakeholders.

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

The new administration is keen on robust data and evidence on pupils' learning and appropriate systems for capturing this. Accordingly, through the Education Consultant based at MBSSE, we have continued collaborative work with Directorate for Science, Technology and Innovation (DSTI) on automating WAEC exams analysis and have held early discussions on automating post-exam placement of successful NPSE and BECE candidates.

Extensive collaborative support has also been provided to DSTI on designing and mobilising the Education Innovations Challenge (EIC) and expanding the focus of the Education Outcomes Fund (EOF) through additional funding secured by DSTI.

Objective 2: Performance management and accountability system at national level

Activity 2.3.3: Support MBSSE to develop focused national priorities disseminated and monitored by Targets, Benchmarks & Standards (TBS) Committee

Following the changes in MBSSE leadership the work of the TBS Committee has been stalled. The Minister has now given the go-ahead for resuscitation of the TBS Committee. New priorities are already being identified and meetings are expected to recommence soon.

Activity 2.3.4: Carry out analyses of district level performance in public exams (NPSE, BECE and WASSCE) and disseminate to districts

Further detailed analysis of the 2018 and 2019 WAEC examinations continued on request. Disaggregation not only down to the district level but also by sex and subject. Some analysis specific to the need for sector analysis work as well as for DSTI and TSC were carried out. Automation of analysis is ongoing with DSTI.

Activity 2.3.5: Explore with MBSSE the potential for district performance rating system for recognising schools making the most yearly improvements (linked to TSC plan for teacher awards)

Discussions commenced with former Minister Alpha Timbo and now continuing with current Minister David Senggeh. There is agreement to commence with performance rating of schools in the WAEC conducted examinations. Performance ratings are being shared with various districts and schools during periodic social mobilisation workshops led by the Minister. The first social mobilisation exercise led by the new Minister took place in Bonthe district during the quarter.

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

Activity 4.1 – Rigorous performance management and accountability system at district and school level

This quarter has seen the continuation of regular activities such as monthly meetings and DSO support. It has also seen progress on Activity Based Budgeting and data from supervisors – however, these have been curtailed by COVID-19 in the latter part of the quarter.

The work on Activity Based Budgeting (ABB) aims to connect the financial resources available to the district with the school improvement actions identified in their actions plans. This disconnect has been a long-standing problem, with current budgets just highlighting expenditure areas but not linking it to any aims or activities. We have started this work with districts that seem most engaged in order to create some examples to share. We have run training sessions with Bo and Kambia on how to produce ABB – helping them to link the district expenditure plans to tangible school improvement activities developed during the action planning sessions previously. Districts have developed initial versions of ABBs, but these plans were not up to the required standard and we are now working to revise these. This process was meant to be conducted in March/April when our consultant was due to travel in from Nigeria to provide support. This was not possible due to international travel restrictions and so we have been trying to support remotely – which is proving a slower process. We are also simultaneously discussing how to share the experience once we have satisfactory ABBs. The initial plan for inter-district workshops is likely to be more challenging in the current context, but we are exploring alternatives. We hope the ABBs and sharing will be completed in May instead of April.

Activity 4.2 - Use Tangerine to improve flow of data from schools to MBBSE to support evidence-based decision making.

This quarter has seen activity on both the supervisors and principals' products.

For supervisors we have created a draft dashboard, with the ability to now view the activity of any individual supervisor <https://reporting.lehwilan.org/supervisor.html>. Data is available if you filter for March, but not for April as schools are closed.

There is still progress to be made in 2 areas:

- Getting all supervisors to submit data regularly – using the 'unable to visit schools' form daily if they cannot visit. This was requested by the Director of MBSSE's Inspectorate and the DDs in the Pilot.
- Getting this used by DDs and others in MBSSE to hold supervisors to account for their activity. We hope to orient staff during school closures to show them how this could be useful once schools reopen.

For the principals we have finalised the development of and launched the product. In the long-term, this is the most sustainable way of getting regular data and so it is exciting to start. The milestone report for Q11 contains a full account of the progress made on this so far. We have been slowed by

COVID-19 and school closures but will continue to progress the dashboard outputs in spite of not having live data.

Activity 4.3 – Reactivate supervisors

During this quarter, planning for this activity was significantly impacted by the lack of progress on MBSSE's continued delay on recruitment of 160 new supervisors reportedly approved by the President during the last administration.

This was a major disappointment as this recruitment offered the chance to reboot a significantly under-resourced cadre. As a result, plans to support an induction of the supervisors have been shelved and instead we are turning our attention to providing support to the limited number of existing supervisors. As our work with them to date has shown that there are not enough of them, or the resources to enable them to visit all schools regularly, we will be looking to work with MBSSE to embrace a more realistic model of remote and in-person supervision. Ironically, the COVID-19 situation gives us an opportunity to develop and trial this – if the appetite to see supervisors become more useful exists within MBSSE.

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

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

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 district level and schools

Activity completed at the district level with DDEs and TSC officials at the district level. The dissemination for schools will be done during the training of trainers for teacher professional development just before the next term begins.

Activity 5.1.2: Ensure summary of key findings from learning assessment survey and implications for SSO and supervisor work produced and disseminated

Presentation of SGLA III findings and its implications for SSO work was done during the SSO professional development week. In addition, under guidance from DFID, three policy briefs have been developed out of SGLA III findings (and incorporating other evidence, e.g. from Tangerine) to foreground key policy issues. These are to be shared with MBSSE and other stakeholders.

Activity 5.1.3: Complete qualitative study report

Report of the qualitative study based on examples of positive deviance and conducted on the margins of SGLA III has been completed. It is currently undergoing internal review and will be shared in Q13. An accompanying video documenting a strong example of positive deviance has also been produced.

Objective 2: Design and conduct SGLA IV

Activity 5.2.1: Carry out consultative design of annual learning achievement survey

The activity was completed and an initial concept note was shared with MBSSE, DFID and Leh Wi Lan stakeholders for their inputs. However, the outbreak of COVID-19 and attendant restrictions have rendered the agreed concept note inapplicable. SGLA IV is now being redesigned to account for the current situation and an updated concept note including possible implementation scenarios will be re-presented.

Activity 5.2.2: Develop and pilot instruments, conduct training of field personnel (coordinators, supervisors, enumerators)

Instruments have been developed based on the agreed concept note. However, we had not progressed to the point of piloting the instruments and training field personnel when COVID-19 broke out. This activity is now on hold until an alternative approach to delivering SGLA IV has been agreed.

Objective 4: Assess the quality of the SGLA

Activity 5.4.1: Carry out SGLA perception study

Data collection for the SGLA perception study was completed in February and the report has been completed and submitted as part of the LWL's milestone deliverables for the quarter. Key messages from the Perception Study report and qualitative study of positive deviation will be pulled out and used to inform further information / policy briefs.

Programme management and administration

6.1 Human resources

The Senior Operations Officer recruited last quarter is now in post. His deployment has led to a reconfiguration of the Operations support team and should make implementation of activities more efficient and effective.

The postholder was previously a District Programme Support Officer: that position was filled through competitive external recruitment.

6.2 Procurement

Three procurement activities were progressed during the quarter:

1. Procurement of 622,460 pupil handbooks in English and Maths for secondary schools to address the significant shortfall in availability caused by increases in the number of approved schools and student enrolments. The PHs have been printed and the shipping process has been initiated. They are expected in Freetown at the end of May 2020.

2. Procurement of 100,000 hygiene kits for girls in SSS. This is the latest step in a phased procurement following supply of kits to JSS girls. The ETA for the kits has been delayed by the COVID-19 situation as production is taking place in China and the new arrival date is June 2020.
3. Purchase of 150 mobile phones to replace obsolete phones used by SSOs. Having fit-for-purpose phones has become essential particularly in the COVID-19 era when remote communication underpins ways of working.

GPS Trackers for motorcycles procured earlier have now been installed in all motorcycles in the programme fleet, making monitoring of rider behaviour and compliance with safety regulations easier.

6.3 Disposal of obsolete assets

The programme is disposing of obsolete assets through a public auction with the approval of DFID. The auction is being administered via an electronic tender system managed by AuctionIt Africa. The auction firm is based in Nigeria and has been widely used by DFID programmes in the country. The auctions are expected to run into next quarter. Proceeds from the sales are returned to DFID as they flow in, via credits in our monthly invoicing.

Key programme risks in the quarter


The following changes are identified in the risk assessment for the quarter:

- Political commitment to delivery undermined by changes in administration and personnel reduced to medium probability and impact from high. New leadership is now embedded and is proactive in driving implementation and restructuring the Ministry to be more efficient.
- Risks to effective use of books reduced to low following sustained sensitisation of local school communities. Residual risk is around long-term planning for replacement of books.
- Safeguarding concerns regarding programme personnel reduced to low. COVID-19 restrictions are limiting interactions amongst people, thereby reducing exposure that might lead to safeguarding violations.
- A new risk has been added to highlight the need to help Principals secure items that have been procured and distributed to support implementation, e.g. wind-up radios, books, hygiene kits, etc.

Table 2 key risks and management for the quarter February – April 2020

| Key Risk | Impact | Mitigation |
|--|--|---|
| <p>Political commitment to delivery of agreed FQSE/MBSSE activities; risk of:</p> <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 | <p>→</p> <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 programme 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 programme 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' | <p>↓</p> <ul style="list-style-type: none"> • Severe impact on the ability of government to provide free education of <u>good quality</u> and, consequently, low pupil achievement in English and Maths. • Poor value for money for DFID and government if investment in books is not justified by usage and improvements in learning. | <ul style="list-style-type: none"> • Continuous sensitisation on book handling guidelines, including engagement of civil society to improve understanding of parents and communities • Termly training for teachers and Principals incorporating modules |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • inadequate or sloppy storage of books by schools • weak support from teachers on helping pupils to use books • books getting lost, damaged or sold • government's inability to replace books after their lifespan | | <p>on use of Pupils' Handbooks</p> <ul style="list-style-type: none"> • 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 |
| <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) | → | <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"> • 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 |
| | | <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 |

| | | |
|---|--|---|
| <ul style="list-style-type: none"> missing funds along the payment chain | | <ul style="list-style-type: none"> Close and visible scrutiny of programme management and non-programme 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 |
| <p>Motorcycle accidents (SSOs/DSOs/DIOs/DPSOs)</p>  | <ul style="list-style-type: none"> Injury or death. Damage to motorcycles, leading to additional costs. Loss of service to schools. Reputational damage (MM/DFID/MBSSE). | <ul style="list-style-type: none"> Mott MacDonald's commitment to safety as no.1 priority, championed by corporate and programme management. Mandatory policies and procedures, at programme and corporate level. Training and competency assessment for all riders, provided by professional external trainers. Six LWL team members now trained as in-house trainers, enabling additional coaching to individuals where the need is identified. Safety culture regularly and visibly discussed |

| | | | |
|--|---|--|--|
| | | | <p>and reinforced at all levels.</p> <ul style="list-style-type: none"> Any departure from safe riding practice treated as a serious disciplinary offence. |
| <p>Safeguarding concerns; risk of:</p> <p>Programme staff, consultants and partners using position to exploit, bully, abuse or harass others</p> | ↓ | <ul style="list-style-type: none"> Reputational damage to MM due to unethical or unlawful behaviour by persons associated with the programme 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 policy or equivalent/higher provisions 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>Security concerns; risk of:</p> <p>Items procured and handed over to schools/pupils to support implementation (books, radios, hygiene kits, etc.) misplaced or stolen</p> | → | <ul style="list-style-type: none"> Impact on the ability of government to provide free education of <u>good quality</u> and, consequently, low pupil achievement in English and Maths. Inequitable access to resources across schools and amongst pupils | <ul style="list-style-type: none"> Provision of security training and resources, e.g. locks for radios; Regular checks on schools/principals by DEO |

Key performance indicators for the quarter

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

Table 3 key performance indicators – progress in the quarter February to April 2020

| KPI | Milestone | Status |
|--|---|---|
| Output 1 – Improved learning and safety for girls and students with disabilities | <i>1,000 pupils with disabilities reached with assistive devices and other support</i> | In progress Screening and identification completed and procurement of glasses nearly completed; distribution in Q13. |
| Output 2 - Improved learning conditions in schools – SSS and JSS teachers have and are using the resources to improve teaching | <i>70 % of school leaders (HoD, senior teacher or Principal) reporting actions taken to improve learning time</i> | Achieved 73% <u>Evidence:</u> <ul style="list-style-type: none"> Progress report on learning time with principals and heads of department Learning time questionnaire reports |
| Output 3 - MBSSE and DEOs discuss and take decisions based on real time data to manage performance of individual schools at least monthly | <i>Development of national dashboard including supervisor/principal data</i> | Achieved <u>Evidence:</u> New supervisor dashboard with data uploaded for March 2020 https://reporting.lehwilan.org/supervisor.html (Principals element not possible until schools reopen after COVID-19) |
| Output 4 – Strengthened capacity to support schools | <u>Carried forward from Q11</u> <i>Development and launch of principals' version of Tangerine</i> <u>Q12</u> <i>Two Activity Based Budgeting (ABB) pilot districts (Kenema</i> | Achieved <u>Evidence:</u> Progress report on rollout of Tangerine to 250 schools |

| | | |
|--|--|---|
| | <i>and Bo) share knowledge and experience with other districts to improve planning of annual DEO budgets</i> | In progress Delayed by COVID-19; commencing on 13 May 2020 with test remote training via Zoom linking Abuja, Freetown and Kenema. |
| Output 5 - Impact of annual learning assessment maximised | <i>Perception survey on MBSSE's expectations on outcomes and use of SGLA findings conducted</i> | Achieved <u>Evidence:</u> Report of SGLA Perception Study |

Key performance indicators for the next quarter

7.1 Key Performance Indicators for next quarter

The proposed KPIs and milestones for the next quarter (May to July 2020) have been rendered unrealistic by the outbreak of COVID-19 and consequent restrictions, including closure of schools, by government.

Appropriate replacement KPIs are to be discussed with DFID at the quarterly programme review meeting.

7.2 Key activities for next quarter

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

The timelines to conduct some of the activities indicated are subject to relaxation of COVID-19 related restrictions and reopening of schools.

Output 1: Girls learning and disability inclusion

| Q13 Activities | May | June | July |
|--|-----|------|------|
| Continued roll out of the RVS guide in JSS and SSS, with continuous monitoring. | X | X | X |
| Continued monitoring of School Safety Committees, hygiene kits, Girls-and-Boys-Clubs, murals and other activities via Tangerine and Solstice online tools. | X | X | X |
| Finalisation of any outstanding mural messages and maintenance of mural displays where needed. | X | X | X |
| Distribution of hygiene kits to SSS girls. | X | X | |
| The Special Committee to validate the SNS situation report through visits to SNS across the country. | | | |
| Distribution of assistive devices (eyeglasses, solar lamps and voice recorders) to SNS. | X | X | |
| LWL team to engage MBSSE and GEC/GLADI steering committee on effective coordination among line ministries on disability inclusion. | X | | |
| Finalize with MBSSE the final report on consultations and integrate the information in the SBCC. | X | X | |
| Continued support to TSC for the dissemination of the TCoC in all districts, including via radio. | X | X | X |
| Finalisation of the Gender Responsive Pedagogy and drafting of the Disability Inclusion Responsive Pedagogy. | X | X | X |
| Ensure continuous support to MBSSE throughout Covid-19 emergency response, including radio programme to safeguard girls during closure. | X | X | X |

Output 2: Improving learning conditions in secondary schools

| Q13 Activities | May | June | July |
|--|-----|------|------|
| Support implementation planning with TSC on radio teaching program to ensure mass coverage at appropriate and known times. | X | X | |
| Support TSC to develop other content for remote lessons. Literacy hour. Audio recording of JSS and SSS English texts. | X | X | |
| Remote training of SSOs to deliver remote coaching through appropriate medium | X | | |
| SSOs Weekly coaching calls to all teachers. (Content to be decided, likely use existing materials and align to TSC. E.g. videos, build on radio content, psychosocial support, networking, LPM, PH use, subject knowledge) | X | X | X |
| Develop simple bulk SMS system for communicating pedagogical or operational messages to school heads and teachers around responses. | X | X | |
| Support MBSSE plans for re-opening of schools and support to sanitisation procedures as appropriate. | X | X | X |
| Conduct Teacher Research with JSS and SSS teachers | X | X | X |
| Conduct monthly Learning Circles with SSOs in all districts | X | X | X |
| Procurement and delivery of supplementary Pupil Handbooks | 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 Cluster-based trainings for Maths and English teachers with non-private schools – JSS and SSS | | | X |

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

| Q.12 Activities | May | June | July |
|---|-----|------|------|
| Obtain definitive position from Minister on WECs as resources need to be committed for their effective functioning | X | | |
| Continue work with DSTI on automating analysis of school examination results as well as support for automating post-examination school placement starting 2021/22 school year | X | X | X |
| Completion of work on policy drafts on approval of schools and use of school subsidies. Support for work on umbrella Education Policy commenced | X | X | X |

| Q.12 Activities | May | June | July |
|--|-----|------|------|
| Continued support to MBSSE internal structural and functional review and decentralisation process as requested | X | X | X |
| Continue to provide advice on learning assessment and exams as requested | X | X | X |
| Support as requested on Education Innovation Challenge (EIC) and Education Outcomes Fund (EOF) and other relevant initiatives work with the DSTI | X | X | X |
| Provide support and advice as required or requested to the Offices of the Minister and Chief Education Officer | X | X | X |

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

| Q13 Activities | May | June | July |
|--|-----|------|------|
| Produce monthly indicators report and quarterly issues report (Tangerine) | X | X | X |
| Monthly DEO meetings in all districts | X | X | X |
| DSO coordination and professional development meeting | | | X |
| Complete Tangerine training and deployment of 50 principals in Port Loko | X | X | |
| Finalise principals' Tangerine dashboard subject to school reopening | | | |
| New supervisor induction planning (subject to MBSSE recruitment plan) | | | |
| Check on principals' progress with Tangerine practice forms | | X | |
| Supervisor Tangerine dashboard based on March uploads to be shared with MBSSE (Director Inspectorate) | X | | |
| Design and agree approach to supporting and managing supervisors remotely with MBSSE (during closure period) | X | | |

Output 5: Improving capacity for monitoring, research and learning

| Q.13 Activities | May | Jun | Jul |
|---|-----|-----|-----|
| Redesign SGLA IV and resubmit concept note | X | | |
| Develop and pilot instruments, conduct training of field personnel (coordinators, supervisors, enumerators) – April / May | | | |
| Implement SGLA in time for results to be published in early September ensuring district level data is available (survey, data cleaning, analysis and reporting) | | | |

Glossary of acronyms and abbreviations

| | |
|---------|---|
| ABB | Activity Based Budgeting |
| ADs | Assistive Devices |
| ASL | Approved Suppliers List |
| BECE | Basic Education Certificate Examination |
| CEO | Chief Education Officer |
| CPD | Continuing Professional Development |
| CPSS | Conference of Principals of Secondary Schools |
| CRC | Civil Rights Coalition |
| DDE | Deputy Director of Education |
| DEO | District Education Office |
| DFID | UK Department for International Development |
| DSO | District Support Officer |
| DSTI | Directorate of Science, Technology and Innovation |
| EduTrac | Mobile phone-based data collection system developed by UNICEF |
| EET | Education Emergency Taskforce |
| EIC | Education Innovations Challenge |
| EMIS | Education Management Information System |
| EOF | Education Outcomes Fund |
| ES | Executive Secretary |
| ESP | Education Sector Plan |
| ESPIG | Education Sector Plan Implementation Grant |
| ETA | Expected Time of Arrival |
| EU | European Union |
| FGM | Female Genital Mutilation |
| FQSE | Free Quality School Education |
| FSU | Family Support Unit |
| GATE | Girls Access to Education |
| GBV | Gender Based Violence |
| GoSL | Government of Sierra Leone |
| GPE | Global Partnership on Education |
| GPS | Global Positioning System |
| HK | Hygiene Kits |
| IEC | Information, Education & Communication |
| HQ | Headquarters |

| | |
|------------|--|
| IMT | Inclusive Management Team |
| IP | Implementation Plan |
| IRC | International Rescue Committee |
| JSS | Junior Secondary School |
| KPI | Key Performance Indicator |
| Leh Wi Lan | Krio for “Let’s Learn” |
| LPMs | Lesson Plan Manuals |
| MBSSE | Ministry of Basic and Senior Secondary Education |
| MEST | Ministry of Education Science and Technology |
| MM | Mott MacDonald |
| MoFED | Ministry of Finance and Economic Development |
| MTR | Mid Term Review |
| NaCOHT | National Conference of Head Teachers |
| NPSE | National Primary School Exam |
| PDT | Presidential Delivery Team |
| PH/PHB | Pupil Handbook |
| PIP | Performance Improvement Plan |
| p.p. | Percentage point |
| QA | Quality Assurance |
| QR | Quarterly Report |
| RTP | Radio Teaching Programme |
| SGBV | School Gender Based Violence |
| SGLA | Secondary Grade Learning Assessment |
| SLTU | Sierra Leone Teachers Union |
| SNS | Special Needs Schools |
| SSO | School Support Officer |
| SSS | Senior Secondary School |
| TA | Technical Assistance |
| TLCs | Teacher Learning Circles |
| 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 |