



TALLE-READING SIERRA LEONE ANNUAL ACTIVITIES REPORT



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TALLE-RSL Management Team

For the Attention of Education Stakeholders

DECEMBER 2022

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List of Acronyms

CoP	Community of Practice
GBV	Gender-Based Violence
GRP	Gender Responsive Pedagogy
SRHR	Sexual and Reproductive Health Rights
TGEP	Transforming Girls Education Project
TALLE-RSL	The Association of Language and Literacy Educators – Reading Sierra Leone

Executive Summary

This report discusses the various activities implemented in 2022 within the context of **The Transforming Girls Education Project (TGEP)**, which has been focusing its implementation on the provision of learner-friendly teaching-learning materials, capacity building of primary school teachers and teacher educators to boost quality and sustainable teaching and learning outcomes among girls and boys. This would be achieved by training teacher educators and teachers in using evident-based and learner-centred pedagogies in conducting meaningful classroom instruction for the educational well-being of pupils in classes 4-6. CODE Canada is the international Nongovernmental Organisation that supports and supervises TGEP through financing back up of Global Affairs Canada (GAC). TALLE-RSL has been the main local implementing partner, working collaboratively with CODE Canada to implement TGEP activities as planned.

TGEP focuses on dismantling barriers to education for girls while improving the quality of education for girls and boys in selected fragile communities in the country. It supports 260 schools with 1,274 teachers in Port Loko, Western Rural, Karene and Bonthe districts. It hinges on continuing to build on and complement former and current projects CODE, TALLE and other education stakeholders have implemented in Sierra Leone.

The activities discussed in this report were teacher workshops, meetings and the distribution of learning materials. These focused on building the capacity of teachers to enable them to use Gender Responsive Pedagogies (GRP) and literacy; Sexual Related Health Rights (SRHR) and Gender-Based Violence (GBV), Community of Practice (CoP); and MP3 radio player and Anthology used in teaching literacy skills. This was done to support meaningful classroom instruction to boost quality learning outcomes among pupils in classes 4, 5, and 6. The Training of Trainers Workshops were conducted to train 120 Teacher Training Educators from 6 campuses: FP, EBKUST, ETU, MMTU and NUBC. Eight-two teacher educators were selected to support the facilitation process of the in-service teacher training workshop sessions. The use of standard measurement tests involving group work, evident-based discussions and exercises, and pre and post-tests was done to validate the selection of the 82 facilitators.

This report covered activities implemented within the context of the 2022 activity annual activity work plan and the Project Performance Framework (PMF), which constitute details of what the project prescribed to be achieved in the implementation process of TGEP project activities in districts of Bonthe, Port Loko, Karene, and Western Rural. The activities discussed in this report are:

1. In-service Teacher Training on using the MP3 radio alongside the Reading on the Waves Anthologies and Workbooks
2. Awareness Raising of 120 Head-Teachers and 120 School Management Committees on the Relevance of GRP Literacy strategies, SRHR&GBV, CoP and Puberty issues.
3. Multi-grade Teachers GRP Literacy In-service Workshop: This activity focused on training teachers on using Gender Responsive Pedagogy and Literacy skills, Sexual and Reproductive Health Rights and Gender Based Violence (SRHR/GBV) to conduct classroom instruction at P4, P5 and P6.

4. Community of Practice (CoP) Activities: Cluster Meetings
5. Development and distribution of teaching and Learning Materials for the academic well-being of pupils-girls – boys, and girls (readers and teachers’ guidebooks)
6. Boys and Girls Clubs Guide Books Distribution and Focal Teachers (260) In-service Teacher Training.
7. Conducting Meetings with Community Stakeholders.
8. Distribution of Puberty and TGEP Books and Guides
9. SRHR/GBV Multi-grade In-service Teacher Training
10. GRP Literacy Refresher In-service Teacher Training Workshop
11. Monitoring and Evaluation: Classroom Observation, CoP Activities and Boys’ and Girls’ Clubs Meetings
12. Community of Practice Multigrade Teachers’ Workshop

Regarding the outlined project activities above, we will discuss each separately to unveil the differences and similarities in the implementation process. Our discussion will be done as follows:

Activity 1: In-Service Teachers Training on Using the Mp3 Radio Players alongside Anthologies and Workbooks

The inclusion of the MP3 radio player alongside anthologies and workbooks as meaningful teaching-learning resources in classroom instruction was a laudable TGEP intervention. This was made possible with the shipment of 233 cartoons of MP3 radio players and accessories on 10 November 2021, and, secondly, 1992 cartoons of Anthology and 992 workbooks were received on 14th December 2021. Having in mind to train the 1040 teachers in the TGEP schools, these materials were first distributed to prepare the mind of teachers for the in-service teacher training workshop on the use of the MP3 player and the Anthology and the Workbooks.

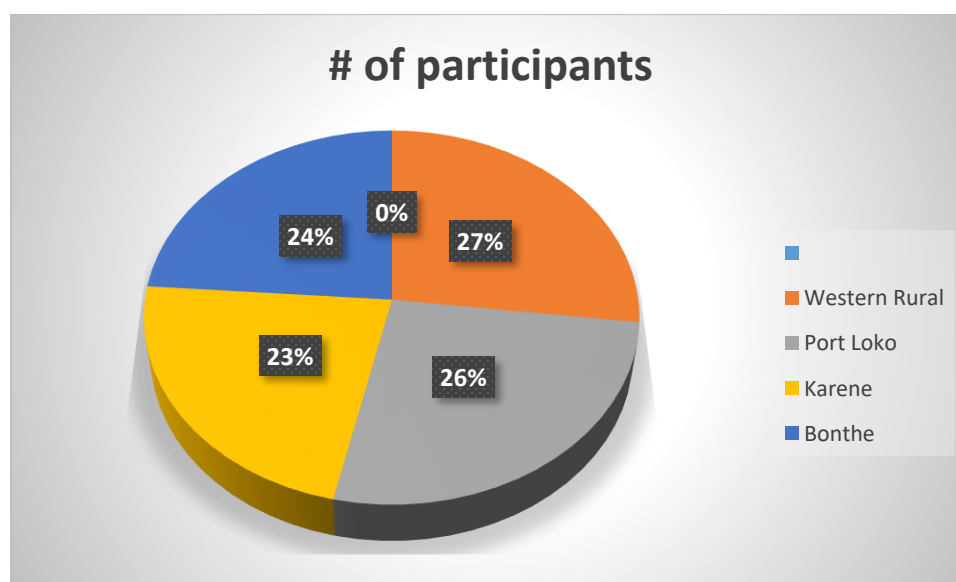
The distribution of MP3 radios, solar panels, workbooks and anthologies to the 260 TGEP schools was done in Bonthe, Port Loko, Karene and Western Rural districts. Materials were designed to further support teachers in helping pupils improve their listening, reading, vocabulary, comprehension and writing skills.

The MP3 in-service teachers’ training was a sequel to the MP3 and accessories distribution to the 260 schools. This training was conducted from 5TH– 8th January 2021 in the 4 Districts: Western Rural, Port Loko, Karene and Bonthe.

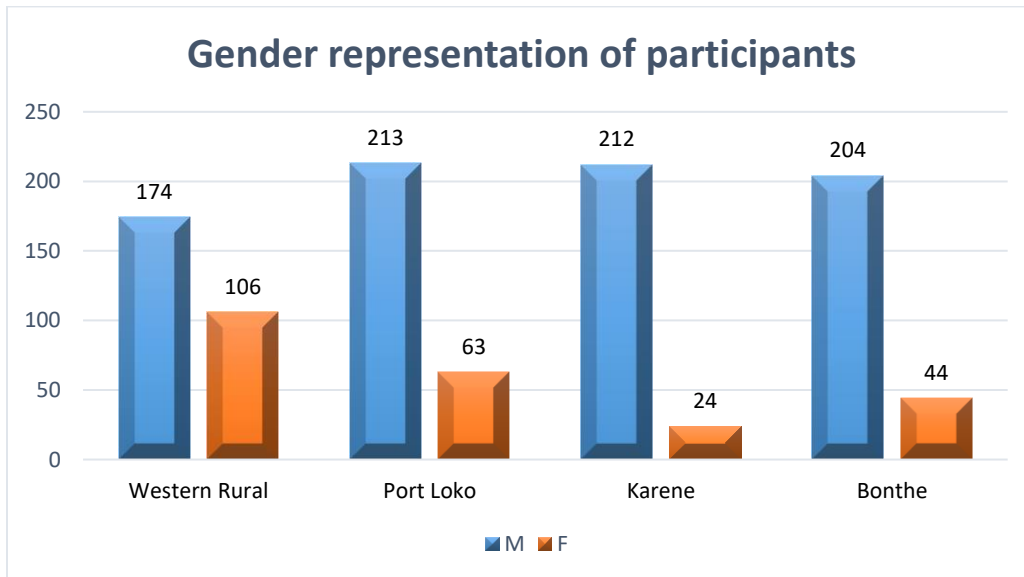
The attendance is as follows:

In-service teachers training on mp3 radio players				
Category	# of participants	Gender		Total
		M	F	
Western Rural	280	174	106	280
Port Loko	276	213	63	276
Karene	236	212	24	236
Bonthe	248	204	44	248
Grand total	1,040	803	237	1,040

The table above represents the attendance of participants in the four project districts. Western Rural contains the highest number of participants, showing 280 with 27%. Port Loko follows this with 26%, and the least is Karene with 23%. Regarding gender disaggregation, Western Rural has 106 female representatives compared to 174 male participants. This is further represented in the figures below:



Data source: MP3 In-service teacher training



Data source: MP3 In-service teacher training

TRAINING DESIGN AND RESOURCES: The design used in the conduct of the MP3 player in-service teacher training to make the sessions very effective and successful included: Effective and meaningful collaboration, planning, monitoring and supervision among actors were key strategies that made the workshop unique. The training design characterised lessons learning delivering previous TGEP in-service teacher training activities. Recommendations such as pre- and post-planning, coordination, reviewing and validating each day's work to ensure that quality delivery was considered.

TALLE-RSL staff and education stakeholders were fully involved in workshop preparation, identification of workshop sites and coordination of activities led to the conducive conduct of the workshop. Key education stakeholders such as MBSSE, TSC and District Councils through district level and headquarter were involved in the planning process.

The teacher educators from the teacher training institutions and **TALLE volunteers** constituted the professional cohort to facilitate the in-service teacher training as planned.

Leaner-friendly materials were developed and packaged for the successful conduct of the training.

The 40 trainees selected for the training attended and participated fully in all the workshop sessions designed for the training and submitted reports of how the training was conducted.

TALLE-RSL/CODE-SL teams supervised the training sessions of the entire workshop-this stand out as a unique style that supports guidance in making training outcomes successful.

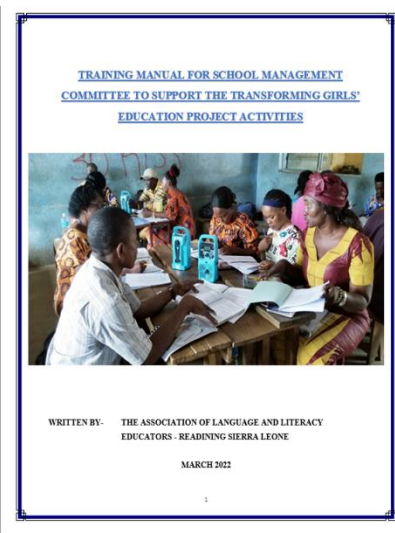
Outcomes of the Training

- It was evident that all 1,040 teachers successfully attained mastery of the use and care of the MP3 radio players; facilitators modelled lessons using methods/strategies that support teachers' competence in learning literacy skills such as fluency, vocabulary development, writing, and comprehension.
- Provision of resource materials included pre and post-assessment, training guide, facilitator's agenda, anthologies, workbook, MP3 radio players and accessories.

- Facilitators modelled lessons, conducted debriefing sessions and covered all the contents in the agenda framework within the 4 days scheduled for the workshop.
- Teachers prepared lessons plans and presented lessons using the MP3 radio player and the alongside anthologies.
- Facilitators ensured that workshop sessions were participatory and highly interactive. Teachers were given ample opportunities to talk, read and share personal experiences. Education stakeholders in the four districts participated fully in supervising workshop sessions. Completion of conducting the Training of 1,040 teachers on literacy skills in using the MP3 alongside the anthology.

Activity 2: Awareness Raising Meeting Session of 120 Head-Teachers and 120 School Management Committees

The School Management Committee (SMC) is integral to implementing the Transforming Girls Education Project. The implementation of the SMC activity stems from developing the manual which contains three (3) sections.



The manual contains activities oriented with meaningful information and discussion points about School Management Communities, their composition and functions; information about Sexual and Reproductive Health Rights and Gender Based Violence (SRHR/SGBV) with topics crucial in implementing the Transforming Girls Education Project (TGEP). The manual provides basic guidelines for training the School Management Committee members in each of the 260 TGEP schools in Bonthe, Karene, Portloko and Western Rural.

The training was conducted on the 25th – 27th of March 2022 in the four TGEP districts, and 520 SMC members participated in the meetings. It has the prerequisite credentials to support the successful implementation of TGEP. SMCs have been created

with the support of the Ministry of Education to work collaboratively with head teachers and teachers in managing and conducting school activities for the academic well-being of the pupils.

TRAINING DESIGN: Considering the mixed-bag component of the SMC Leaders, a more learner-centered facilitation framework was designed to support facilitators in using strategies that included the following:

- A. Review of each day's work through discussion.
- B. Self-discovery techniques such as frank discussion, experience sharing and group work
- C. Debriefing sessions
- D. Discussion and feedback
- E. Role Play of Scenarios
- F. Post session discussions
- G. Demonstration/presentation

SMC Meeting Activities: The activities that dominate the meeting covered the following thematic areas:

First, Classroom Discussion Sessions: Each lesson presentation was followed by small and large group discussion. For each topic introduced, participants were encouraged to share their views bringing out solutions and recommendations on how issues relating to supporting pupils’ wellbeing would be handled in their various communities.



Role-play Sessions: These were designed on issues relating to various sections discussed. The role-plays demonstrated were focused on effective and ineffective functioning of SMC groups in Schools. The role-plays covered the use of school subsidies and the reaction of SMC due to poor outcomes of NPSE results. Another role-play focused on the right of a child to be aware of physical body parts and menstrual hygiene.

Presentation Sessions: Participants worked in groups to discuss, plan and present outcomes discussed.

Group work and planning Sessions: Regular pairing, small and large groups were formed for participants to work together to respond to questions and assignment. This helped facilitators to make workshop activities learners friendly.

Debriefing sessions: This is a modern approach used by facilitators to making sure that participants learn the concepts of discussions. It is also a cooperative learning method to measure learning through the re-telling of activities in a sequential order.

Attendance of Participants: The participants were in three levels: supervisory team which constituted the TGEP team, Facilitators and SMC members. SMC members were selected from SMC members of the 260 TGEP schools in the 4 districts. Gender consideration was used during the selection process to measure and further encourage gender parity of females and males within the leadership of SMCs. The table below contains a holistic attendance of SMC members:

#	NAME OF DISTRICT	GENDER		TOTAL
		F	M	
1.	Western Rural	46	94	140
2.	Port Loko	38	100	138
3.	Karene	4	114	118
4.	Bonthe	22	102	124
Grand Total		110	412	520

Data source: TGEP Districts SMC training 2022

Table 1 above shows the number of SMC Participants trained during the meeting in each of the 4 TGEP district. It shows disaggregation and totals of gender-indicating females and 412 males summing up to 520 SMC attendees.

#	ITEM	GENDER		TOTAL
		Female	Male	
1.	TGEP Staff	07	09	16
2.	TALLE-RSL Management	0	01	01
3.	CODE SL	01	0	01
4	Facilitator	06	14	20
5	Support Staff	02	02	04
6	MBSSE	03	04	04
7	TSC	01	05	04
GRAND TOTAL		18	32	50

Details from the table above show a total of 50 people within the loop of supervision and facilitation of the SMC Meeting. It is evident that 20 facilitators, 16 TGEP staff and 8 MBSSE and TSC staff participated in the supervision of the meeting. Regarding gender, only 18 females as against 32 males participated.

SMC Meeting Outcomes: These are attained due to the collaborative effort of the entire facilitation, supervisory and participants as outlined below:

- SMC meeting sessions-“theory to practice model” conducted in the 4 districts were completed as scheduled.
- All the 520 SMC leaders selected from the 260 TGEP schools in the 4 districts participated in all the meeting sessions. This indicates 100% attendance.
- SMC leaders worked on Action plans to guide them on what do to promote the project’s objective.
- The use of discovering learning strategies such as group work modelling/demonstration, discussion, role-playing, and active inferential questioning of showing made the participants to comprehend fully what was discussed and taught.
- SMC members were able to participate effectively in sharing their experiences related to the status of SRHR and GBV issues in their communities.
- SMC participants acknowledged the relevance of teaching Gender Responsive Pedagogy and Literacy in conducting meaningful classroom instruction.

Activity3: Multi-Grade GRP Literacy in-service Teacher Training Workshop

This activity was conducted on the 13th – 20th April, 2022 in the four TGEP districts respectively, and 227 teachers (152 male &75 female) participated in the workshop. The successful conduct of the training responded to the inclusion of teachers in schools supported by TGEP that have double 4, 5&6 classes. This was a humble request made by the project implementation team in order to sustain a holistic approach for TGEP supported schools. The focus of the training therefore, was to train teachers on two major components within the TGEP framework: Gender Responsive

Pedagogy (GRP) and Literacy learner centered strategies that enhance effective teaching and learning of literacy skills for quality learning outcomes of P4, P5 and P6 students. In the workshop, teaching for learning which centered on modeling, debriefing and guided practice was used as a model to support effective classroom interaction.

i. Training Design: The design of the trainings captures the model of showing rather than telling. This means the activities were designed for facilitators to design and demonstrate lessons following the framework of modeling, debriefing, guided practice, group work and discussion. The design covered the following contents:

- Identification of training manual to support lesson modeling
- Discussion on training manual and content
- Developing facilitation Guide
- Lesson modeling and debriefing
- Group work, discussion and feedback
- Reading and take-home assignment
- Post session discussions
- Demonstration/presentation
- Teacher preparation and guided practice
- Discussion, group work and presentation

ii. In-service Teacher Training Workshop Contents/Activities: The activities that were conducted during the training sessions covered the following components:

- **Lesson Modeling and Debriefing:**

Each day facilitators modelled two lessons focusing on subjects that are taught in the primary school time table. The focus of the lessons was for teachers to identify and apply TGE P strategies in preparing lesson plans. The thematic contents of the lesson modelled was the inclusion of key teaching skills like gender equality, group work, participation, questioning to spark critical thinking and making sure that talking, reading, writing and listening go together in a lesson nicely. After each lesson modelling, facilitators allowed teachers to talk about the steps that were used in the modeled lesson and how the activities support real classroom teaching and interaction.



- **Classroom Lesson Planning and Discussion Sessions:** After the presentation of each lesson, teachers were encouraged to work in small groups to discuss and plan their own lessons for presentation. Teachers selected strategies and wrote lesson plans to teach any subject area.



- **Reading and take-home assignments:** Key topics covered during lesson presentation were designed in the form of questions for teachers to read the literature of the training manual for contextual application. This changed the design of the workshop facilitation style from reading of the manual during facilitation session to guided practice of strategies.
- **Presentation Sessions:** Participants worked in groups to discuss, plan and present outcomes discussed using lesson plan format.
- **Group work and planning Sessions:** Regular pairing, small and large groups were formed for participants to work together to respond to questions and assignment. This helped facilitators to make workshop activities learners friendly.
- **Debriefing sessions:** This is a modern approach used by facilitators to making sure that participants recall the steps used in every lesson.

iii. Participants and Attendance: The participants that attended the training constituted the following: TALLE/TGEP leads and management team, district supervisory teams (District Coordinators & School Support Coaches) facilitators, MBSSE & TSC representatives and teachers. The table below contains a holistic of participants that attended the training:

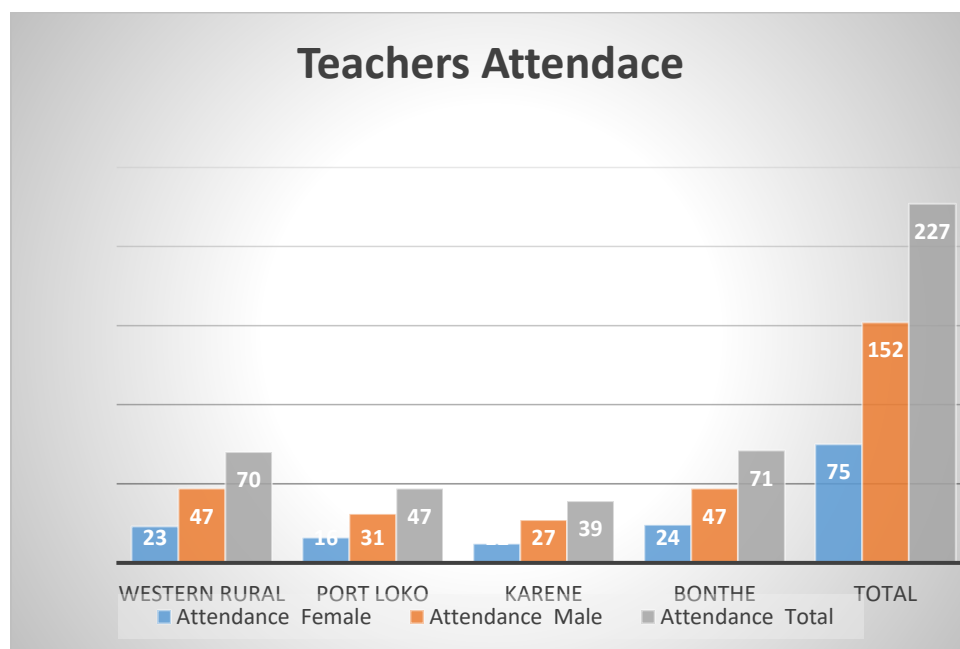
Multi grade Teachers Attendance

Districts	Attendance		
	Female	Male	Total
Western Rural	23	47	70
Port Loko	16	31	47
Karene	12	27	39
Bonthe	24	47	71
Total	75	152	227

Source multi-grade in-service teacher training on GRP/Literacy attendance

The above table constitutes the teachers that attended the multi grade in-service teacher training workshop in the four districts. Details in table 1 is further represented in figure 1 below:

Figure shows Teachers' attendance



Details in the figure above further show that 152 males as against 75 females attended the training. There is still male domination in terms of attendance. Although the number of female representations is encouraging with Western area having 23 as against 23, Port Loko 16 as against 31, Karene 12 as against 27 and Bonthe 24 as against 47.

Table shows Total Number of the Supervisory and Facilitation Team

Categories of supervisory districts team										
SN	Category	Western Rural		Port Loko		Karene		Bonthe		Grand Total
		GENDER								
		M	F	M	F	M	F	M	F	
1	TALLE-RSL STAFF	2	2	1	2	1	1	2	1	12
2	Support Staff	1	1	1	1	1	1	1	1	8
3	MBSSE/TSC DDs	-	2	2	-	2	-	2	0	8
4	Facilitators	3	0	1	1	1	1	2	1	10
	Total	6	5	5	4	5	3	7	3	38

Source: multi-grade in-service teacher training on GRP/Literacy Attendance April, 2022

The distribution from the table above shows a total of 38 internal and external participants within the category of supervision and facilitation level. It is evident that 10 were facilitators, 12 TGEF staff and 8 MBSSE and TSC staff and 8 support staff participated in the conduct of the workshop across the 4 districts.

v. Multi-grade GRP Literacy in-service teacher training Outcomes: These positives outcomes were achieved as a result of the collaborative effort of the entire facilitation, supervisory and participants that participated in the sessions. These are outlined below:

- Teaching for learning was achieved i.e., “Lesson modeling, debriefing and guided practice was done and were able to plan and presented lessons for teachers.
- The activities in the daily agenda were closely followed to ensure that modeling, debriefing, guided practice and presentation were done appropriately.
- There were robust and effective Site supervisions conducted by the project supervisory team to ensure smooth workshop sessions.
- Participants were taken away from abstract concepts of teaching reading, vocabulary and comprehension to practical and interactive strategies that put students at the center of discussion.
- Effective education stakeholders’ participation- There was effective and close participation and collaboration of education stakeholders especially Teaching Service Commission (TSC), Ministry of Basic and Senior Education (MBSSE) and District Councils, the Ministry of Education personnel were heavily involved in the planning and conduct of the workshop.
- There was no casualty recorded on the side of teachers, facilitators and the management team throughout the training session. Teachers and facilitators who travelled from distal places returned safely to their respective homes.
- The provision of the guidebook alongside TGEP books and the daily agendas ahead of time was useful and timely. They made workshop activities very simple. Facilitators were able to plan lessons with guided instructions. This made the workshop successful.
- Teachers learnt how the prepare lesson plans following the ABC
- (Anticipation, Building Knowledge, Consolidation) model.
- Teachers especially those that were struggling to read improved in performance due to effective group work and guided reading activities.

Activity 4: Community of Practice (CoP) Activities: Cluster Meetings

This activity covers the conduct of cluster meetings at cluster level in all the 260 schools in the 4 TGEP districts: Karene, Port Loko, Western Rural and Bonthe. The cluster meetings were conducted on the 25 to the 30th April 2022 across the 4 districts. The focus for the conduct of the cluster meetings was to further strengthen the continuous professional development of teachers in using effective classroom instructional approaches that will help them improve on their classroom teaching to support pupils reading, comprehension, listening and writing abilities.

During the conduct of these meetings, teachers discussed challenges, successes and proffered solutions as to how the challenges they faced during teaching would be overcome. The facilitation team of the cluster meetings constituted mainly TGEP staff (District Coordinators and school support coaches) who modelled lessons in consonance with the school time table. The lessons covered the aspect of Gender Responsive Pedagogy and literacy teaching skills: vocabulary, writing, reading and listening comprehension, and effective use of teaching learning resources: 16

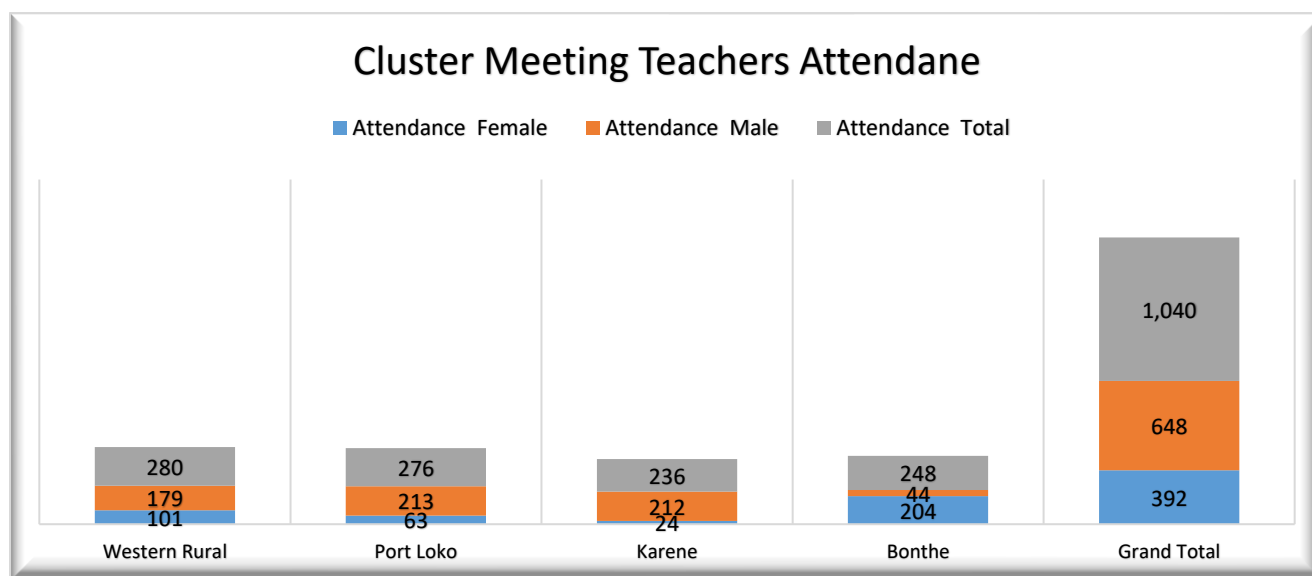
titles of supplementary readers and the Reading on the Waves Anthology. Two lessons were modelled on the teaching of Oral and Written Composition and Spelling and Dictation. Teachers were supported to prepare their own lessons to present

Table shows - District total attendance of teachers

Districts	Attendance		
	Female	Male	Total
Western Rural	101	179	280
Port Loko	63	213	276
Karene	24	212	236
Bonthe	204	44	248
Grand Total	392	648	1,040

Details in table 3 above show the total number of teachers that participated in the cluster meetings. These details can be further represented in figure 2 below:

Figure below shows- Cluster meeting attendance



Details from figure 2 further show the total number of schools and teachers observed. In terms of gender, Western Rural with 20 females register the highest number of females observed, and Karene with 7 females registered the lowest. On the whole, it is evident that 130 male and 50 female teachers were observed. This indicates that more male teachers were observed than males during the classroom observation activity.

Facilitation Team

Districts	Facilitators representation per district		
	Female	Male	Total
Western Rural	2	2	4
Port Loko	3	1	4
Karene	1	2	3
Bonthe	1	2	3
Grand Total	07	07	14

The table above shows the team that facilitated the cluster meeting sessions. This constituted the 10 School Support Coaches and the 4 district coordinators.

Cluster Meeting Outcomes: The cluster meeting sessions were very successful due to the fact that the facilitation team conducted effective early preparation on how the meetings should be conducted. The most outstanding outcomes are outlined below:

- Identification of Literacy and GRP strategies to include in teaching various components of the time table by teachers was achieved. Teachers attested that the workshop strategies learnt can be used to teach all subjects across the primary school curriculum.
- Teachers were able to identify the three parts of a lesson which supported their understanding in developing lesson plans.
- Teachers increased their understanding of using classroom interactive approaches and gender responsive teaching such as: everyone participation, motivation, assessment, talking, listening, writing and reading as vital skills in teaching.
- Teachers' increased more understanding in identifying strategies for teaching comprehension, reading fluency, vocabulary development and independent writing.
- Participants have more understanding in selecting appropriate strategies to teach any of the TGEP 16 titles and the anthology.
- Teachers came to realise that Gender Responsive teaching is always a sensitive aspect of an inclusive and meaningful aspect of teaching.

Changes Made During Cluster Meetings

This aspect deals with the continuous professional development of teachers to discuss challenges, successes and map out mechanisms of overcoming those challenges in a collective approach. With the support of TGEP field staff, modelling sessions at cluster level for the 1,040 project teachers in the 260 TGEP schools was done successfully. Evident of this is attested on:

- Supported teachers on guided practice and Observed teaching sessions covering classroom teaching strategies on and GRP Literacy.
- Confirmed the availability and use of TGEP learning resources such as supplementary readers, Anthologies and MP3 radio players.
- Developed school data for multi grade teachers.
- DCs and SSCs supervised and modelled lessons during the conduct of the two activities.

Key Highlights from Activities

The outcomes of the two activities were very successful. One Thousand Three Hundred and Nine (1,309) people were involved in the conduct of the activities discussed in this report. These included the following:

- i. 1,040 project teachers and head teachers participated in the cluster meeting sessions at cluster level in the four districts.
- ii. 227 teachers attended the in-service teacher training for multi grade teachers on literacy and GRP.
- iii. 10 Facilitators conducted the facilitation process of the in-service multi grade workshop and
- iv. 14 TGEP staff (SSCs and District Coordinators) conducted the facilitation process of the cluster meetings at district level.
- v. 38 persons constituting TGEP staff, MBSSE and TSC and Support staff participated in monitoring and supervising the conduct of the multi grade in-service teacher training.
- vi. Modelling sessions of lessons, debriefing and guided practice was done to support teachers use of workshop strategies

Challenges

- Several challenges stem out as drawbacks in the course of conducting the April, 2022 activities, but the outstanding ones are:
- Not all teachers came with their GRP and Literacy manuals and supplementary readers to the workshop. This affected their effective performance during group work.
- The agenda was elaborate considering the teaching components that were to be taught within 8 days of the workshop.
- Retaining all teachers in the classrooms for the entire duration of the workshop was difficult. Some teachers had to obtain excuses to attend to some urgent matters.
- Three facilitators in Western Rural did not complete the facilitation process due to other professional commitment.
- Instability of the school system due to the looming strike by teachers as a result of improved working condition. This made some teachers not to go to their schools early.
- Some teachers are still having challenges in understanding strategies to teach lessons with the anthology and TGEG books. Some teachers do not read their manuals after the workshops. This affected their performance in using the strategies to across subjects' areas.
- Some teachers arrived late to attend to workshop sessions due to network challenges in reaching them.

Actions taken to overcome the challenges

The following actions were adopted to overcome the challenges:

- Prompt calls were made to head teachers and teachers to encourage them to participate in the cluster meeting discussions. The team also coordinated with MBSS & TSC to urge teachers to report to their schools to conduct teaching sessions.
- Teachers were encouraged to create a personal study time to read the Literacy and GRP manual for better understanding of some methods.

- To support teachers who struggle to understand the strategies/methods, they were asked to write the strategies learnt from the TGEP trainings and these strategies were merged to the three parts of a lesson written on a flipchart.
- Both the facilitators and the teacher participants' cohorts effectively used the available learning resources.
- The agenda was used meaningfully well as per the set lessons and the goals of each day.
- Teachers were highly encouraged and motivated through the classroom activity engagements. Through this trainee showed keen interest and did a lot of practices with lesson planning and demonstrations.
- The facilitators in Western Rural who did not complete the facilitation process were immediately replaced.

Lessons Learned

So much was learned from the conduct of the activities, and was obvious in the following:

- Prior planning for the conduct of any project activity minimizes challenges and further prepares the foundation for success. So, such a model needs to be protected for subsequent project activities.
- Teamwork is strength for a united action in promoting sustainable quality learning outcomes. With this, members became committed in their roles for successful deliverables.
- Having the background knowledge of the cohort of people to be work with or trained made management, staff and facilitators to prepare very well. This was evident in the resource materials prepared, and the community language used and the like.
- Encouraging MBSSE and TSC stakeholders to participate in the conduct of TGEP activities created the space for collaborative learning and confidence building in doing monitoring and supervision.
- Working with CODE SL to share updates and further discuss project issues to solicit professional guidance and support build trust and credibility.
- Collaboration and teamwork nourish quality and successful project delivery.
- Another outstanding lesson learnt was the reading of the SMC manual at home by teachers fans the flames of developing independent reading skills. Facilitators gave assignments that allowed teachers to develop ideas on their own.
- The facilitators worked with the TGEP Staff to design and modelled lessons each day before facilitators. This helped facilitators to develop their own lessons for modelling.
- Allowing participants to conduct practical applications during guided teaching sessions support participants' better understanding of SMC activities.
- Conducting in-house TGEP planning prepare the bases for executing tasks conjointly in a precise manner across the 4 districts.
- Effective coordination, collaboration, planning, monitoring and supervision among actors. The design hinged on lessons learnt in delivering past in-service teacher training activities. So, the experience used in this design was based on experience gained in the conduct of the in-service teacher training.
- The readiness of teachers to respond to the call of project activities by travelling afar to attend the cluster meeting should be appreciated. This shows commitment of great determination by teachers to continue supporting TGEP activities.

- For any education project to support classroom teacher competence to create positive impact on beneficiaries, teachers should be encouraged to put into classroom practice whatever they learn. This is the great lesson learnt in the cluster meetings. Teachers were encouraging to do lot of practice sessions.

Recommendations

- The teaching for learning model which is centered on modelling, debriefing and guided practice should be maintained.
- The next content of cluster meeting should base on the teaching of vocabulary development and literature using TGEP 16 titles and primary school readers.
- The project team should encourage teachers to continue the conduct TLC sessions so they will further discussion they faced in teaching.

Activity 5: Writing of Boys and Girls Club Guidebook, In -House Planning and SMC Outreach Meetings

In May 2022, key activities were conducted. These activities included: Writing of Boys and Girls Club Guidebook, In-house Planning and Orientation and School Management Committee Outreach and Boys and Girls Mobilisation Meetings to. These activities are discussed below.

- **A. Writing of Boys and Girls Club Guidebook:** The writing of the Boys and Girls guidebook was a very important component in supporting the formation of Boys and Girls Clubs. The writing team constitute of TALLE staff and CODE. The writing process stated with series of though provoking questions as to what would be main content of the guided to support pupils additional learning in schools. During the writing process lot of materials were reviewed and adopted to fit into the TGEP context. What guided the entire writing process was the material shared by Lynn “Gender Club Guidelines for Primary and Secondary Schools in Ethiopia”. This was adopted and upgraded to include series of activities that will conducted. A writing framework to guide the writing process was designed. The writing process was highly collaborative with series of drafting and reviewing done by Peter and Lynn whose contributions made the final guided to stand out as a real learning model to support pupils extra learning.
- **B. In -House Planning and Orientation-** This activity was conducted to support TGEP field staff on: 1. How the boys and girls club would be initiated in schools and 2. Mobilization meetings of SMC and head teachers. The sessions covered series of thematic issues such as: drafting of school development plans, outline of community outreach and engagement activities, inclusion of Gender Responsive Pedagogy into the school development plan and the development of a community Outreach plan for SMCs awareness raising. Discussions were centered on; Mentoring SMCs to implement their GRP school plans, how to conduct SMC awareness activities to identify girls’ and boys’ concerns and ideas to improve their education environment and collation of SMC implementation plan for submission to MBSSE. On the whole, the in-house session serves as a meaningful activity that guided staff on the activities that should be conducted in the field to better beneficiaries on the boys and girls formation.
- **C. School Management Committee Outreach and Mobilisation Meetings -** The purpose of this activity was to conduct engagement meetings with SMC members, headteachers, teachers and pupils in schools. Discussions were centered on the inclusion of GRP into school

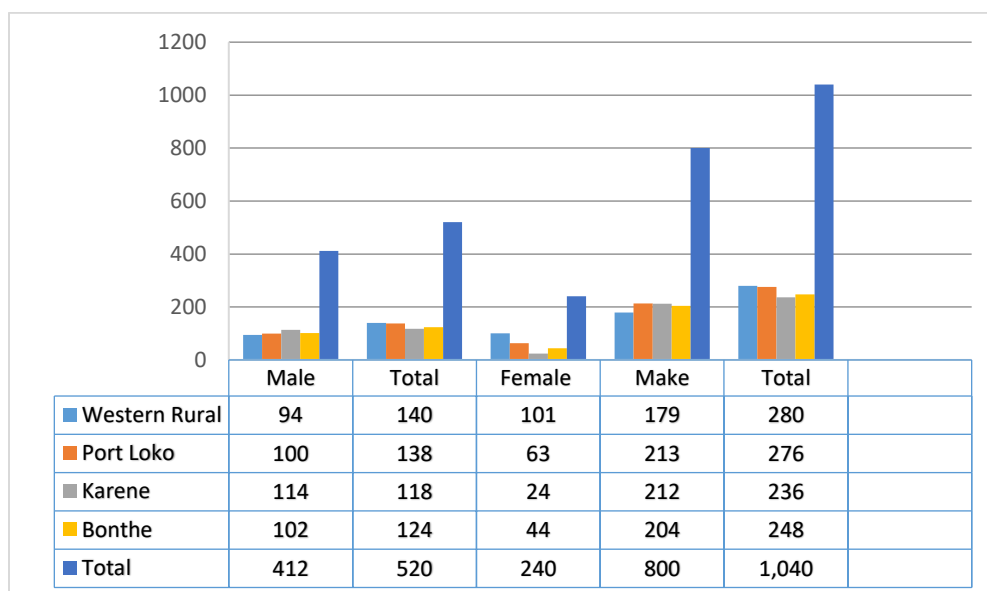
development plans, identification of focal teachers and seeking the consent of headteachers, pupils and parents to form the BGC in schools.

- **ii. Participants:** The main participants that were targeted constituted the following: SMC members, headteachers, teachers and pupils. This also includes TALLE/TGEP leads and management team, district supervisory teams (District Coordinators & School Support Coaches) MBSSE & TSC representatives. The table below contains the disaggregation of SMC, head teachers and teachers targeted:
- **Table 1:** SMC and headteachers/teachers- These were the people that participated in the Outreach Meetings and Mobilisation

Districts	SMC Members			Head teachers & teachers		
	Female	Male	Total	Female	Male	Total
Western Rural	46	94	140	101	179	280
Port Loko	38	100	138	63	213	276
Karene	4	114	118	24	212	236
Bonthe	22	102	124	44	204	248
Total	110	412	520	240	800	1,040

The above table constitutes the SMC members and teachers that participated in the Outreach Meetings and Mobilisation conducted by field staff. This is further represented in figure 1 below:

Figure below shows- SMC Members and teachers disaggregation



Details in the figure above show the SMC and teachers who participated in the mobilization meetings in the 260 schools

Supervisory Team – This constitutes the TALLE management, TGEP staff and education stakeholders.

Table below shows Number of Supervisory team

TGEP TALLERSL Staff			
	F	M	Total
Field staff (DCs & SSCs)	7	7	14
TALLE-RSL Management-	-	2	2
MBSSE/TSC	2	6	08
Total	9	15	24

The Field staff (DCs & SSCs) worked with SMC members and teachers in the conduct of the activity while TALLE-RSL management conducted roaming supervision and MBSSE/TSC oversight supervision at district level.

Outcomes of Activities:

- Production of a final version of the GBC guided supported by Peter and Lynn
- 260 Focal teachers identified to regulate the running of BGCs in schools
- Discussions were successfully conducted to include GRP in School development plans
- Plans were put in place to support community outreach meetings to raise awareness of SRHR and other related issues affecting communities.
- Launching and setting up of GBCs in school was completed

Changes made Writing of Boys and Girls Club Guidebook

Evident changes happened mainly on the following: Reviewing and adaptation of materials on GBC, conducting a review framework, writing and sharing of draft with partner, inputting of suggestions and producing final GBC guidebook. This can be justified as follows:

- Adapting of literatures on the formation of GBCs
- Reviewing, editing and sharing of draft guide to partner for further input
- Inputting of partners suggestions before final production of guide
- Final validation of content, formatting and printing.

Key Highlights from Activities

The outcomes of the two activities were very successful. One Three Hundred and Nine (1,309) people were involved in the conduct of the activities discussed in this report. These included the following:

- vii. 1,040 project teachers and head teachers participated in the mobilisation meeting in the four districts.
- viii. 520 school committee member teachers participated in the mobilisation meeting in the four districts.
- ix. 14 TGEP field staff participated in the in-house discussion.
- x. 2 TGEP management staff (Finance officer & project implementing lead) conducted roaming supervision of the activities conducted.

- xi. 8 persons constituting MBSSE and TSC supported the monitoring and supervising of the SMC mobilisation meetings.

Challenges

The following are the major challenges:

- Getting hold of all School management committee member headteachers in their school to attend the meeting on time was very challenge due to the sit-down strike in some schools.
- Some school did not have school development plans to guide the implementation of their school activities

Actions taken to overcome the challenges

The following actions were adopted to overcome the challenges:

- Despite the challenges of accessing all SMC members and headteachers, Mobilisation discussion meetings were conducted in all 260 schools
- The team discussed with head teachers the relevance of updating their school development plan to include GRP.
- Collect school development plans from head teachers ta.

Lessons Learned

The following were key lessons learnt:

- Conducting mobilization for the formation of GBCs is a novelty approach. It strengthens collaborative working relation between the beneficiaries and the implementing actors.
- The in- house discussion conducted to support planning of field work activity made the mobilization very successful.
- Creating awareness raising in schools on how GBCs will operate
- Seeking the consented of beneficiary to participate in the implementation of GBCs is a best practice.
- The drive for more female Gender representation into the GBC shows the readiness for girls empowerment.
- The call for the involvement of community stakeholders in TGEP activities makes the project community owned.

Recommendations

- Now that focal teachers have been identified in all 59 schools, the coordinating team should work with them to select members of the school club
- The team should work with SMC and head teachers to include GRP in the school development plan
- The team should work with SMC members and head teachers to develop the Draft community outreach activities outlined.

Activity 6: Boys and Girls Club Guidebook Distribution and Focal Teachers In-Service Training

The TGEF activities conducted in June 2022 included: Boys and Girls Club Guidebook Distribution and Focal Teacher In-service Training. The implementation process of these activities is discussed as follows:

- A. Boys and Girls Club Guidebook Distribution:** The writing of the Boys and Girls Club (BGC) Guidebook is vital for the successful functioning of the BGC in the 260 TGEF schools. The TALLE-RSL team worked on collating the draft version of the BGC guidebook, and on completing the process, Lynn at CODE HQ supported the review process of the final version of the BGC guidebook. This prepared the context for distributing the BGC Guidebook to 260 schools. The main objective of the distribution was to ensure that schools are provided with the GBC guidebook to support the successful functioning of the BGCs in schools. The number of BGC guides distributed to each school was 33 (BGC members thirty, headteacher one, focal teacher one, and school library 1). The table below shows the GBC Guidebooks distributed to the 260 schools and education stakeholders in the four districts:



Table below shows -GBC Guidebooks distributed to the four districts

Districts	GBC Guidebooks distributed
Western Rural	2,310
Port Loko	2,277
Karene	1,947
Bonthe	2,046
Education stakeholders	24
Total	8,604

Details from the table above indicated that a total of 8,604 GBC guidebooks were distributed to schools and education stakeholders.

B. Focal teachers In-Service Training- This activity aimed to train focal teachers on GBC activities to enable them to work with pupils in conducting GBC activities successfully in schools. The sessions require the focal teacher to guide club members on how BGCs activities will be conducted in a conducive learner-centered context. The facilitators engaged the focal teachers in meaningful discussions, group work, role-plays, and guided practice to enable them to master the attitudinal and instructional skills that will influence the enthusiasm and curiosity of the learning

pathways of pupils in BGC in the 260 schools. The focal teachers who participated in the GBC training learn skills that would enable them to support pupils to acquire leadership and interpersonal skills to promote development and gender equality issues in schools and communities.

The focal teacher training was conducted with a series of considerations that focus on boosting the academic well-being of pupils in their journey to pursue excellence in learning to read, understand, write and build the present and the future. The facilitators conducted the training within the focus of objectives.

i. Objectives: The main objectives of the training are outlined below:

- To successfully train focal teachers to support pupils in activities of the BGC.
- Engage focal teachers in meaningful discussions that will enable them to support pupils in promoting the objectives of the BGCs.
- Train focal teachers to guide pupils on how BGCs activities will be conducted in schools.
- Use fun for teachers and pupils to learn in a relaxed and conducive mood.
- Clearly explain and outline the roles and responsibilities of focal teachers and BGC leaders in successfully implementing the BGCs.

ii. Participants: The focal teachers and education stakeholders who participated in the in-service teacher training are indicated in the following table:

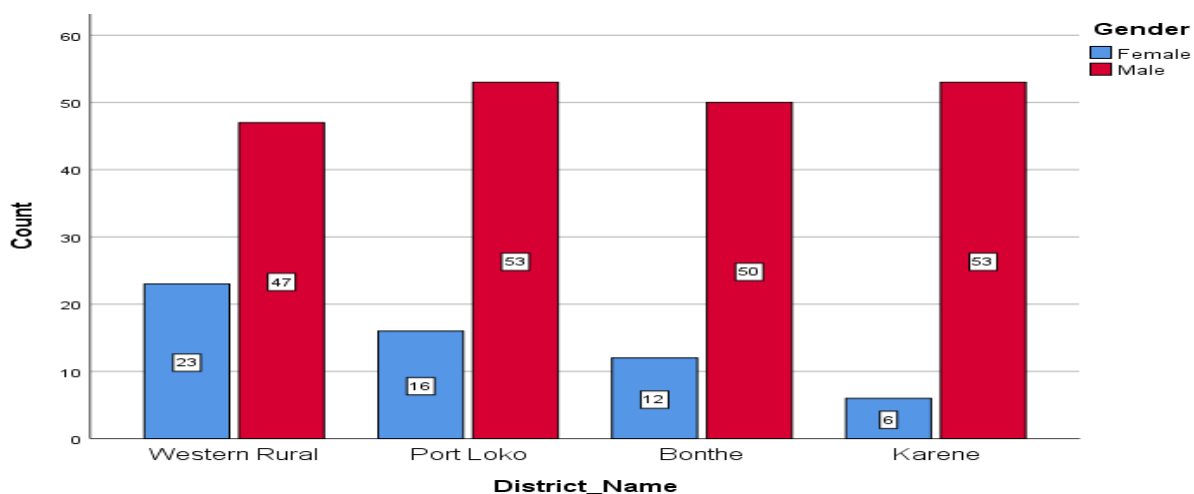
Table 2. Focal teachers trained in the four TGEP districts

Gender Disaggregation of participants				
Districts		Gender		Total
		Female	Male	
1.	Western Rural	23	47	70
2.	Port Loko	16	53	69
3.	Bonthe	12	50	62
4.	Karene	6	53	59
Total		57	203	260

Data Source: In-service focal teacher training workshop pre & post test

The table shows the gender disaggregation of the 260 focal teachers trained in the project district. The table indicates that Western Rural has 70 focal teachers (19 females and 51 males), Port Loko has 69 focal teachers comprising (16 females and 53 males), Bonthe with 62 focal teachers (12 females and 62 males), and Karene has 59 focal teachers constituting (6 females and 53 males). This is further represented in the graph below:

THE FIGURE BELOW SHOWS- PARTICIPANTS' GENDER REPRESENTATION PER DISTRICT



The graph clearly shows the gender disparity among focal teachers in the four districts, described in a simple linear regression. This is further analyzed in table 2 below:

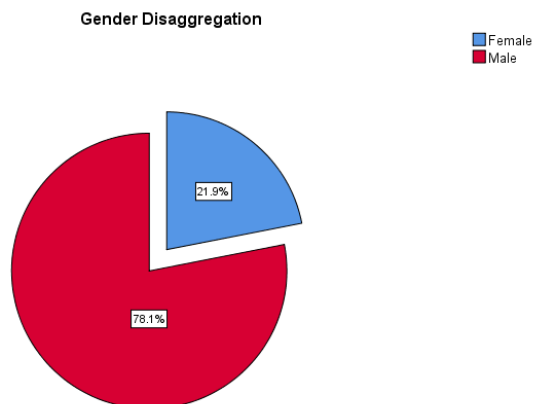
Table below shows Participants' gender analysis

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	57	21.9	21.9	21.9
	Male	203	78.1	78.1	100.0
	Total	260	100.0	100.0	

Data Source: In-service focal teacher training workshop pre & post-assessment.

The table above indicates the number of focal teachers trained by Gender. It shows that 20.4% (53) females and 79.6% (207) males were trained on using meaningful skills and techniques in promoting the BGC in their schools. However, from the table, it is evident that there is a significant gender disparity among the focal teachers, which is further represented in the figure below:

Figure shows Gender analysis



The figure above shows more male participants (78.1%) than female participants with just 21.9%. Although it shows a crucial concern for the BGC implementation in schools, it's a true reflection of gender disparity in the four TGEF districts.

iii. Assessment Scores of Teachers at Pre and Post

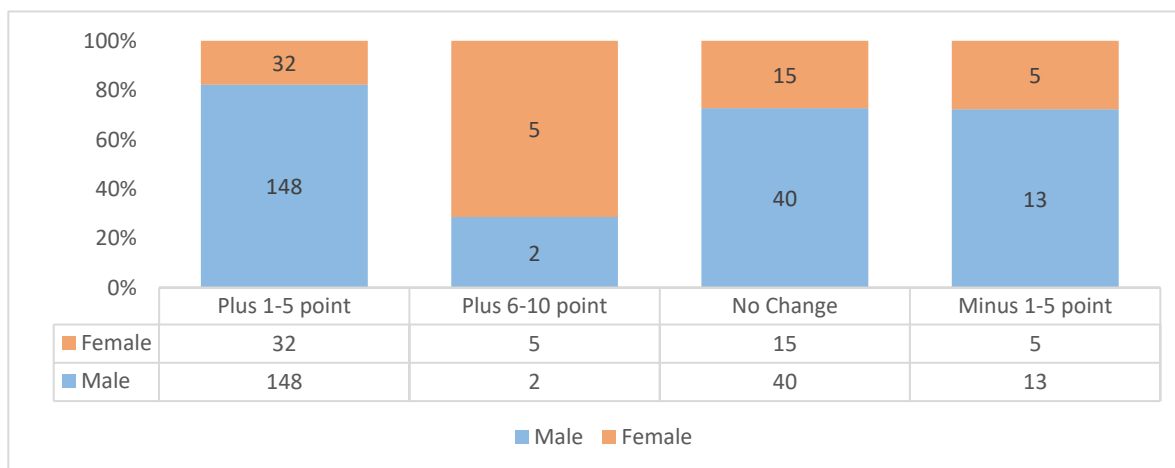
Pre- and post-assessment were used to measure teachers' competence and performance. The assessment provides a comparative analysis to evaluate whether teachers' initial knowledge improved at the end of the workshop. According to the analysis of the pre and post-scores of focal teachers, their performance indicated a significant improvement in teachers' comprehension of workshop contents and guided practices. This is represented in the table below:

Table below shows pre-post-test Scores (calculated as post-test mean minus pre-test mean).

Gender	POINTS				
	Plus point 1-5	Plus 6-10 point	No Change	Minus 1-5 point	Total
Male	148	2	40	13	203
Female	32	5	15	5	57
Total	180	7	55	18	260

The table above shows 180 focal teachers (148 males and 32 females) scored a Plus 1-5 points difference from their prior knowledge of the BGC content. Seven focal teachers (2 males and five females) showed a plus 6–10-point difference and 55 focal teachers showed no change and 18 focal teachers (13 males and five females) indicated a minus point. However, there was a significant increase in the total scores from the pre-test to the post-test. This performance can be further represented in a graph as shown below:

Figure below shows Teachers' Overall Performance



The figure above shows a more significant number of focal teachers' scores post-assessment is higher than pre-assessment. One hundred forty-eight males represent this, and 32 teachers increased their pre to post scores, scoring plus 1-5 points. At the same time, only two males and five females scored higher scores-plus 6-1 points. However, 40 male teachers and 15 females maintained identical scores for the pre and post. This means that for this set of teachers, no progress was made. Only 13 male and five female teachers out of the total number scored grades less than 1-5 points. This means that this set of teachers did not improve their scores in the post-assessment. On the whole, 91% of focal teachers improved their performance. Only 9% of teachers need improvement.

iv. Supervisory Team – This constitutes the TALLE management, TGEP staff, and education stakeholders. The entire cohort of the supervisory team is shown in table 5 below:

Table below shows TALLE-RSL Supervisory team and education stakeholders

TGEP TALLERSL Staff			
	F	M	Total
Facilitators (DCs & SSCs)	7	7	14
TALLE-RSL Management-	-	2	2
MBSSE/TSC	2	6	08
Total	9	15	24

The four (4) District Coordinators & fourteen (14) School Support Coaches facilitated the training. TALLE-RSL management conducted roaming supervision, and MBSSE/TSC supervised oversight at the district level.

v. Outcomes of the Activities:

- 8,580 GBC guidebooks were successfully distributed to the 260 schools.
- 260 focal teachers were trained to acquire skills to support pupils in successfully organizing the GBC clubs.
- Training sessions were interactive, participatory, and learner-centered.
- Solutions to overcome challenges faced in the conduct of BGCs were identified through meaningful discussions with focal teachers.
- Focal teachers developed action plans to guide them on the activities they would be conducting in promoting the objectives of the BGCs in their schools.

Key Highlights from Activities

The outcomes of the two activities were very successful. Five Hundred and Forty-Six (546) people were involved in the conduct of the activities discussed in this report. These included the following:

- xii. 260 focal teachers participated in the GBC in-service teacher training
- xiii. 16 TGEP staff (DCs and SSCs) facilitated and supervised the training sessions
- xiv. 2 TGEP management staff (Finance officer & project implementing lead) conducted roaming supervision of the activities.
- xv. 8 persons constituting MBSSE and TSC conducted oversight supervision.
- xvi. 260 headteachers participated in receiving the BGC guides distributed in their schools.

Challenges

The following are the significant challenges:

- Heavy rains constrained the traveling schedules of the TGEP team conducting the two activities in accessing the schools in distal riverine communities.
- Some schools sent focal teachers who were not part of the previous TGEP training.
- Distributing the GBC guidebooks at the cluster level was challenging. The distribution team had to travel through bad roads to access schools located in distal places.

Actions Taken to Overcome the Challenges

The following actions were adopted to overcome the challenges:

- The TALLE-TGEP management team worked with DCs to encourage headteachers to use other safe means to collect their BGC guidebooks. Time was well managed in waiting patiently to supervise the distribution process as planned.
- The focal teachers who have not been part of the cohort of TGEP were identified and further encouraged to be punctual and participate interactively and effectively in all training sessions.
- The TGEP field team worked courageously and drove slowly on bad roads to avert accidents.

Lesson Learned

The following were crucial lessons learnt:

- Teamwork demonstrated by management and staff helped in the successful conduct of training.
- The learner-centered framework of the training made teachers acknowledge its relevance in promoting GBC activities in schools.
- Effective use of meaningful communication skills among focal teachers and facilitators brought about the comprehension of the contents and guided practices of the BGC training.
- The focal teachers and the school administration should collaborate to promote collective support in implementing the BGC for sustainability.

Recommendations

- Follow-up activities such as school visitation, mentoring, and coaching of focal teachers should be supported and promoted in schools.
- Activities such as news reporting, community meetings, the orientation of GBC members, and registration should be done to prepare the foundation for the successful organisation BGCs in schools.
- The Transportation and DSA costs must be reviewed to meet the national increase in fuel cost, which necessitated a rise in transportation, food costs, and other services.
- DCs should work with SSCs to design a monitoring plan with the BGC focal teachers to guide the monitoring and mentoring of BGC activities.
- The TALLE M&E team should design a monitoring Rubric to track the progress of BGCs.

Activity7: Coordinating Meetings with community stakeholders

The conviction for a successful implementation of TGEP activities in August created the context for coordinating meetings with the TGEP field team, headteachers and education stakeholders at district levels to discuss the activities in the work plan, plans and dates scheduled for the commencement of the activities. Several discussions were held to prepare the minds of beneficiaries to acknowledge the relevance of conducting the multigrade and refresher in-service teacher training activities. Other vital issues hinging on the rainy weather conditions, travelling constraints and effective participation of trainees were discussed, and a series of conclusions were made. Working collectively for the successful conduct of the three in-service training workshop activities stood out among the conclusion notes. The TGEP field staff made follow-up phone calls and sent text messages to headteachers and focal teachers to ensure that all the teachers were well informed and prepared to attend the workshops as planned. It was concluded that if any TGEP headteacher could not make it to the training due to other engagements, the focal or convener teacher should be included in the team for each TGEP school. Overall, education stakeholders, headteachers, and teachers consented to support the successful conduct of the in-service teacher training workshops as planned.

Activity8: Distribution Puberty and TGEP Books and Teachers’ Guides

The distribution of the puberty, 16 TGEP titles and teachers’ guides were done within CODE Canada’s partnership with TALLE-RSL in the Transforming Girls Education Project (TGEP) in Sierra Leone. The activity was conducted from 16th -20th August 2022 in the 260 TGEP schools in the four project districts- Bonthe, Karene, Port Loko and Western Rural, five (5) teacher-training institutions - Ernest Bai Koroma University of Science and Technology (Port Loko campus), Eastern Technical University, Njala University, Freetown Polytechnic and Milton Margai Technical University and education stakeholders- headquarters and at district levels. The inclusion of the TTIs was to fulfil the commitment of project stakeholders to the provision of learner-friendly teaching and learning materials as contained in the MOU signed between CODE-TALLE-RSL and the campus administrators of the TTIs. The learning resources included puberty books for boys and girls, puberty teacher’s guide, TGPP supplementary readers and GRP/Literacy guidebooks.

i. Purpose: The distribution activities of the books and teachers’ guides were meant to support teachers and TTI educators with learner-centred reading materials in conducting their classroom instruction using GRP and Literacy strategies and instructional activities to promote SRHR&GBV and Puberty issues in schools and Teacher training institutions. This was done with the conviction that it would enhance learner retention and boost further inclusion and quality learning outcomes among girls and boys in primary schools.

ii. Distribution Design: The distribution was designed considering weather conditions, categories of beneficiaries and quantities to be distributed. TALLE – RSL management worked with the TGEP field staff to prepare the context, especially noting the challenges of heavy rains and tortuous roads. The design further included effective communication with heads of schools and TTIs through SMS, WhatsApp and phone calls. Letters were written to headteachers, TTIs, Teacher Educators and other education stakeholders at both MoE Headquarters and district levels specifying quantities of books to be collected. The design was made very effective and worker-friendly considering the nature of the rainy season and the categories of beneficiaries, as in the table below:

SN	Categories
1	TTIs Educators and Library- EBKUST PL, MMTU, FP, ETU, Njala,
2	Schools in the Project districts- Bonthe, Karene, Port Loko and Western Rural
3	District Council – (Chairman Edu. Comm. & D. P.O).
4	CODE-SL & TALLE-RSL Management
5	Teacher Educators- from the 5 TTIs
6	District Education Officers- MBSSE/TSC
7	HEADQUARTERS-Stakeholders – MBSSE, TSC, MTHE, NCTVA
8	TALLE-RSL TGEP Staff

iii. Distribution Data and Analysis: The analysis specifies the quantities of books distributed to categories of beneficiaries of TGEP. The analysis is divided into two components- component one contains the disaggregation of the distribution of the books in the 260 schools in the four districts, and component two constitutes the quantities and specifications of books per TTIs and other education stakeholders. This could be further represented as shown in the tables 1&2 below:

Table shows Quantities of puberty books and Guides distributed in each TGEP district.

District	# of schools	Qty. per school		Qty.		Qty.	Total Qty.		Total Qty.
			Puberty Girls		Puberty Boys			Puberty Teacher Guide	
Bonthe	62	100	50	3,100	50	3,100	6,200	7	434
Karene	59	100	50	2,950	50	2,950	5,900	7	413
Port Loko	69	100	50	3,450	50	3,450	6,900	7	483
Western Rural	70	100	50	3,500	50	3,500	7,000	7	490
Total	260	26,000	13,000	13,000	13,000	13,000	26,000	1,820	1,820

Data Source: Puberty books distribution August 2022

The details in table 1 above show the specifications and the quantities of puberty books distributed in each TGEP schools and districts. The total number of puberty books distributed in the 260 schools in the four sections was 26,000: 13,000 for boys and 13,000 for girls. Aside from that, 1,820 puberty teachers' guides were distributed to the 260 TGEP schools in the four districts. This could be compared to the total number of books distributed to stakeholders, as attested in table 2 below:

Table shows categories of books and quantities distributed to stakeholders.

Category of beneficiaries	Category of books distributed & quantities				
	Puberty Girls	Puberty Boys	Puberty Teacher Guide	TGEP Readers	GRP/Literacy Guides
Teacher Training institutions	250	250	50	4,000	100
Teacher Educators	100	100	100	1,600	0
DE Officers- MBSSE/TSC	24	24	24	384	0
HQ MBSSE, TSC, MTHE, NCTVA	15	15	15	240	0
CODE-SL & TALLE-RSL Management	200	200	10	96	0
TALLE-RSL TGEP Staff	14	14	14	0	0
District Council	8	8	8	128	0
Total	611	611	221	6,448	100

Data Source: Puberty books distribution August 2022

Details in the table above show the identities of stakeholders who benefited from the distribution of the puberty books, puberty guides, TGEP readers and GRP Literacy guides. The distribution of the books to education project stakeholders to make TGEP teaching and learning materials available within reach of the stakeholders. The availability of the books and teachers' guides in possession of education and project stakeholders will open their curiosity to peruse these books and guides to enrich their comprehension and interest in the project's focus. This will prepare them for

meaningful participation in the project in conducting supervision, monitoring, mentoring, and evaluating the relevance of the material in school and TTI classroom instruction. The entire distribution process could be further summarised as shown in table 4 below:

Table shows the summary of the categories of books distributed.

Categories of beneficiaries	<i>Categories of books distributed</i>				
	Puberty Girls Know and grow books	Puberty Boys Know and produce books	Puberty Teacher Guide	TGEP Readers	GRP/Literacy Guides
Schools	13,000	13,000	1,820	6,448	100
Ed Stakeholders	611	611	221	0	0
Total	13,611	13,611	2,041	6,448	100

Data Source: Puberty books distribution August 2022

Table four above shows the total quantity of teachers' guides, puberty books and TGEP readers distributed to the 260 schools and education stakeholders. This confirms the successful outcomes of the distribution process as planned.

iv. Outcomes of the Distribution: The books were distributed to all the TTIs, schools and stakeholders as planned. We had proactive responses and acknowledgement from the 260 headteachers in the TGEP schools, some of the Leads of the five Teacher Training Institutions and the TGEP stakeholders. There were scenes of warmth and appreciation acknowledging receipt of the puberty books, TGEP readers and teachers' guides. The following categories of photos show the outcomes of the distribution:

Distribution to the Teacher Training Institutions (TTIs)



EBKUST-Port Loko



Njala University-Bo Campus



Freetown Polytechnic



Milton Margai Technical University



Eastern Technical University

Distribution of books to Education Stakeholders-MBSSE, TSC and District Councils



Schools



Distribution of books to Teachers in TGEP



Karene



Bonthe



Western Rural

Port Loko

Successes

The success stories attested in the distribution of the books and teachers' guides included the following:

1. The collective participation of education and project stakeholders (TALLE-RSL, CODE SL, MBSSE, TSC, MTHE) and school beneficiaries such as headteachers in the books was exemplary but also appreciative. For instance, the TGEP educators and the administrative staff of the TTIs organised formal sessions to acknowledge receipt of the books.
2. The fulfilment of the distribution of the TGEP supplementary readers, puberty books, and GRP puberty teachers' guidebooks was done to provide learner-friendly teaching and learning materials to teacher educators and libraries. as contained in CODE-TALLE-RSL-TTI signed MoUs. The provision of these materials is to augment the availability of teaching and learning materials with content knowledge and strategies relevant to teaching gender-responsive pedagogies, SRHR and SGBV at pre-service and in-service levels.
3. The involvement of stakeholders in reviewing these materials within the context of the school curriculum confirms the collaboration of boundary partners in developing and approving the use of the materials in classroom instruction in schools and teacher training institutions.
4. Developing and producing the puberty teachers' guidebook for distribution to teachers in the 260 TGEP schools is a laudable success. The guidebook was developed to support or empower teachers to use the Grow and Changes books for girls and boys in conducting classroom instruction for the academic well-being of boys and girls in the TGEP schools and TTIs. It was designed with sample lesson plans to help teachers learn how to plan lessons as teaching and learning resources.
5. Successful distribution of the puberty books and teachers' guides prepares the context for teachers to use them in the TGEP Multi-grade SRHR&SGBV and Refresher GRP and SRHR&SGBV in-service teacher training workshops.

Activity9: SRHR/GBV Multi-Grade In-service Teacher Training Workshop

The Sexual Related Health Rights and School Gender-Based Violence (SRHR&SGBV) Multi-Grade in-service teacher training workshop was 'conducted on the 21st -28th of August 2022 in the four project districts of Karene, PortLoko, Western Rural and Bonthe. The focus of the training was to support teachers' competence and performance in acknowledging the relevance of promoting Sexual Related Health Rights (SRHR) and School Gender-Based Violence (SGBV) issues in classroom instruction for the academic well-being of pupils. The SRHR and GRP are components of the Transforming Girl's Education Project. They seek to address and promote the socio-academic and physiological well-being of pupils, teachers and the communities where the project is implemented. The workshop framework focused mainly on lesson planning, modelling, debriefing, role play, drama, discussion, group work and lesson presentations.

The lessons presented are written on topics and subjects taught within the context of the upper primary school timetable. Teachers were supported in conducting interactive group work and developing lesson plans following the three parts of a lesson. The central concepts of the training covered six significant components: defining SRHR, healthy relationships, preventing early pregnancy, addressing sexual gender-based violence (SGBV), and growth and changes for boys

and girls in Sierra Leone. Forty-two trainers were selected to facilitate the training sessions of the Workshop in the four TGEP districts. The facilitation team worked jointly with the TALLE-RSL supervisory team to conduct the sessions and activities of the workshop meaningfully.

i. Participants’ disaggregation by districts

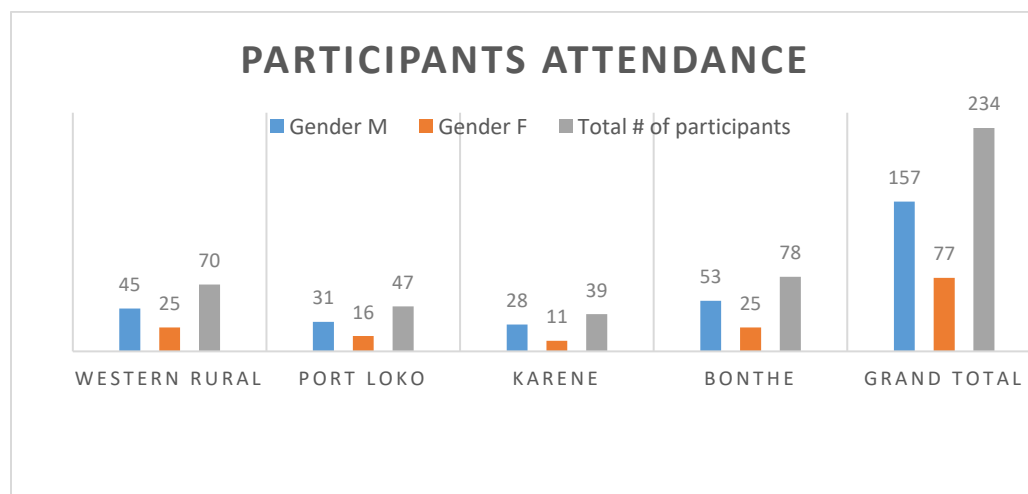
The training was conducted in the four TGEP districts of Karene, PortLoko, Western Rural and Bonthe. The table below shows participants’ disaggregation:

The table shows Participants' disaggregation by the district.

Category	Gender		Total # of participants
	M	F	
Western Rural	45	25	70
Port Loko	31	16	47
Karene	28	11	39
Bonthe	53	25	78
Total	157	77	234

From the table above, it is evident that 234 participants attended the training. Out of which 157 participants were males, and 77 were females. These details can be further represented in a graph as shown below:

The figure below shows Participants’ attendance



The graph shows the total number of participants who attended the multi-grade in-service teacher training in the four districts. It also captures gender indicating the number of Males and females participating in the activity. The analysis of other actors, such as the supervisory and facilitator teams, can be represented as shown in table 2 below:

Table shows Supervisory and facilitation team.

Category	Gender		Total # of Participants
	M	F	
Facilitators	09	01	10
MBSSE	3	1	4
TSG	4	0	4
District Council	4	0	4
Total	21	02	23

Details from table 2 above show that twenty-three (23) education stakeholders supported the successful conduct of workshop activities in the four district centres as planned. It is evident from a group of 10 facilitators that only one was female.

iii. Workshop Content /Activities-The SRHR&GBV Manual, Puberty Girls and Boys books, and Teachers guides supported the resourceful contents of the eight days workshop. The facilitation process of the workshop covered the following topics:

1. Teaching SRHR: Defining Sexual and Reproductive Health Rights. What is it? Why is it a right – something that children need to know about
2. Healthy Relationships
3. Puberty of girls and boys- growth and changes in boys and girls in Sierra Leone
4. Early pregnancy
5. Gender-based violence
6. Addressing School Gender-Based Violence

Daily workshop facilitation sessions: These focus on modelling, debriefing, discussions, group work, presentation and role.

Day One commenced with a ‘walk-talk-around’ activity which required a movement that allowed participants to discuss and share physical, social and religious changes boys and girls experience in their maturing journey. Participants worked in groups to identify puberty changes in boys and girls. This was followed by a discussion on the negative consequences on children if they do not understand what is happening to them during puberty.

The facilitators worked with trainees to identify the significant risks of early sexual activity. Determines risks included contracting diseases, inability to give normal birth and challenges in adequately taking care of their body changes. Facilitators helped participants to have a clear understanding of SRHR in education. Noting that it allows girls and boys to do the following: to be aware of their Sexual rights, take total control of their bodies, be able to decide whether, when and with whom to indulge in sexual activity and be free from violence and sexual abuse in schools and home



communities. Day one session concluded with CoP Activities to reconnect the importance of continuous professional development.

Day Two discussion was on the features of a healthy relationship. A true-life story in the puberty book written by a boy was read for discussion. The most exciting aspect of the debate centred on establishing worthy relationships that can contribute to favourable social and personal well-being. The conclusion was that teachers, peer groups, and community members must render essential support and guidance that lead to girls and boys making good relationships on their own with close reference to the qualities of a good relationship, such as respect, trust, honesty and clear communication.



Day Three focus was on creating awareness of changes at puberty using the *growth and changes in boys' and girls' puberty books*. Participants were divided into male and female groups to read and discuss in-depth issues about girls' and boys' puberty. Major discussion points were centred on how our understanding of puberty should positively affect classroom teaching and Learning practices. To make this possible, teachers should be more responsive and supportive of their pupils' puberty journey. Participants worked together in their CoP groups to discuss how they would integrate SRHR issues into the rest of the school curriculum.

Day Four and Five discussions covered supporting teachers in expanding their knowledge on early pregnancy prevention and addressing sexual gender-based violence. Teachers were provided with information to support girls and boys in making responsible decisions on issues relating to promoting SRHR&SGBV.

Day Six was a reflection discussion on the impacts of SRHR in schools and communities that affect girls' and boys' growth and academic well-being. Measures that need to be taken against anti-SRHR and anti-SGBV acts were discussed and concluded. The move to support female pupils in school against sexual abuse and child labour stood out.

Day Seven covered revision, reflection and development of lesson plans to teach SRHR topics within the comprehension of levels of girls and boys.

Day Eight continued with revising topics discussed during the previous seven days. This was concluded with post-assessment, evaluation and development of action points/plans for school implantation.

Outstanding Workshop Facilitation Activities

Modelling – Each day, facilitators modelled lessons, followed by debriefing sessions with guided practices, which the participants conducted to demonstrate their comprehension. The lessons covered topics in the growth and changes of boys’ and girls’ puberty books. The lessons modelled mirrored the National Primary Lesson Plan Manual designed by the government of Sierra Leone to support primary school teachers. The critical stages of the modelled lessons included: opening, introduction to new materials, guided practice and independent practice, which is akin to pre-reading, during the reading and post-reading stages of lesson planning.



Debriefing: Facilitators worked with participants to conduct this session on the completion of lesson modelling. It created the context for participants to discuss the essential features of the modelled lesson. Questioning and clarification were done to support comprehension of sustainable practice.

Presentation/Guided practice- Facilitators worked with participants to design lessons following the sample lessons in the puberty teacher’s guidebook to do guided practice sessions. Teachers worked in groups to plan and create lessons with different topics. The lessons on guided practice covered critical issues in the SRHR&SGBV manual and the growth and changes of girls and boys in the puberty books.

Role Play and Drama: Teachers conducted role plays and drama skits to demonstrate the relevance of supporting girls and boys with quality information that promotes SRHR&SGBV and puberty challenges.

Post Workshop Session Meeting: The supervisory team and facilitators reviewed each day’s session to solve any challenges and assess the Teaching and learning conducted. The team worked together to read through the facilitation agenda and prepare for the subsequent day’s sessions.

Group Work and Lesson Preparation- After each modelled lesson, facilitators worked with trainees in groups to plan their lessons for presentation. Discussions and clarification followed each presentation.

Corporate learning activities and energisers- These were conducted to ensure participants acknowledge the value of teamwork. Participants worked in groups to discuss and respond to questions and clarification prompts. Teachers learned vital skills of working together in agreement with one another’s views to promote meaningful learning in diversity.

Closing Sessions – Each day ended with closing activities in which facilitators gave reading assignments to participants for presentation the next day.

Outcomes/Successes of the Multi-grade Teachers’ Workshop

- All the participants acknowledge that SRHR and Puberty issues relating to sexual reproduction, menstruation and ejaculation are not secrets, especially in guiding girls

and boys on Puberty and SRHR issues. So, all teachers should acknowledge the right to discuss SRHR & Puberty for the academic well-being of girls and boys.

- Pair-gender reading and discussion of puberty growth and change motivated participants to unmask themselves, accept the task's relevance, and discuss words and issues relating to the development and changes of girls and boys in their puberty journey. This allowed female teachers to discuss women's sexuality in their groups, and the sessions were participatory and highly interactive. Both male and female teachers successfully discussed key issues affecting them and others relating to SRHR and Puberty.
- The SRHR resources materials, such as the manual, puberty books and teacher guides, were beneficial to the learning needs of participants. The sample lesson plans in the teacher guidebooks meet teachers' expectations.
- All lesson demonstrations followed the framework of the Primary school lesson plan manual. This made the sessions relevant to the teachers.
- Considering the relevance of the content of the puberty books, teachers resolved to conduct community mobilisation and outreach to support other schools.
- Educational stakeholders (MBSSE, TSC, DISTRICT COUNCIL, MTHE) were proactive in attending, monitoring and sharing feedback on the daily activities of the training.
- It was resolved that Community Teachers Association meetings would be organised to inform parents and SMC community stakeholders about SRHR&SGBV and puberty issues.

Activity 10: GRP Literacy Refresher In-Service Teacher Training Workshop

The Gender Responsive Pedagogy and Literacy Refresher In-Service Teachers' Training activities were conducted from the 30th of August to the 1st of September, 2022. It constituted a three-day in-service teacher training workshop for 1,040 teachers in 260 TGEP schools in the four TGEP districts: Bonthe, Port Loko, Karene and Western Rural. This workshop was conducted within the approved planned activities in the TALLE-RSL workplan of the "Transforming Girls Education Project" (TGEP).

The focus of the GRP Literacy refresher training was three folds: first, to refresh teachers on the effective use of gender-responsive and literacy teaching methods; second, to support teachers in writing lesson plans using gender-responsive and literacy teaching methods; and to help teachers optimise the use of the TGEP teaching and learning resources such as supplementary readers and the MP3 radio players in teaching reading, writing, comprehension and critical thinking skills to boost sustainable quality learning outcomes among girls and boys.

The forty-two Trainers/facilitators of the workshop were sourced from TALE-RSL stand-by lead trainers and teacher educators from the six Teacher Training Institutions. Namely, Ernest Bai Koroma University of Science and Technology (EBKUST) in Port Loko Magburaka and Makeni; Eastern Technical University (ETU)– Kenema; Njala University-Bo Campus, Freetown Polytechnic (F(P); and Milton Margai Technical University (MMTU). These facilitators were disaggregated and sent to the four TGEP districts: Karene 10, Port Loko 11, Western Rural 11 and Bonthe 10.

The TGEP field team, MBSSE, TSC and CODE SL supported the monitoring and supervising the GRP-Literacy Refresher workshop activities in Bonthe, Karene, Port Loko and Western Rural. The TALLE-RSL management designed a three-day facilitation agenda to guide trainers in compassing the daily flow of workshop activities. The TGEP field team encouraged facilitators to write lesson plans that helped them to show teachers how Gender-Responsive and Literacy pedagogies were taught within the context of the upper primary school timetable covering subject areas such as Literature and Drama, Reading Comprehension, Listening Comprehension, Vocabulary Development, Spelling and Dictation, Oral Written Composition and Letter Writing. The teaching and learning resources used were the GRP Literacy Teachers' Manual, TGEP supplementary readers, and Reading on the Waves anthology.

i. Activity Design and Planning

The refresher GRP Literacy in-service teacher training workshop was conducted within the guidelines of the TGEP work plan. With this in mind, TALLE-RSL Management constantly worked to engage in:

- a. Holding internal meetings with staff. During the deliberations, tasks were assigned to staff in each TGEP district to supervise and monitor training facilitation in the four districts.
- b. Writing invitation letters to education stakeholders specifying their roles and informing them about the commencement of the GRP Literacy in-service training workshop.
- c. Conducted in-house training of TGEP field staff using the three-day facilitation guide/agenda designed for the refresher training activities. This included designing lesson plans for lesson modelling and delivery. Debriefing prompts and discussions follow each lesson. It was discussed that participant teachers should provide enough time to do guided practices.
- d. District education stakeholders- Quality Assurance Officers and District Council officials were meaningfully engaged with specified tasks. This was done to promote the inclusion of education stakeholders in project activities as planned.
- e. Engagement with head teachers and teachers to prepare their minds on the focus of the training and what materials to bring to the workshop.

ii. Analysis of attendance of teachers and category of boundary partners

Table shows TALLE-RSL staff supervisory teams per district and another category.

TALLE-RSL staff supervisory teams per districts						
District	District Coordinators	Coaches	Support Staff	F	M	Total
Bonthe	1	2	1	1	3	4
Karene	1	2	1	2	2	4
Port Loko	1	3	1	3	2	5
Western Rural	1	3	1	2	3	5
Total	4	10	4	8	10	18
Another category-TALLE-RSL-TGEP Management Team						
	Driver			-	1	1
	Project Lead			-	1	1
	Finance & admin			-	1	1
	Executive Director			-	1	1
	Total			8	14	22

Data source: GRP/Lit. Refresher in-service teacher training August- Sept. 2022

Details in the table above show the category of the TALLE-RSL staff who played a vital role in successfully supporting the supervision of the Refresher GRP Literacy training in the four TGEP districts.

Overall, twenty-two people constituted the supervisory teams. These included four District Coordinators, ten School Support Coaches, four support staff and four TALLE-RSL-TGEP management staff.

The education stakeholders also participated as external supervisors, monitors and facilitators. A total number of sixty-five people participated as external actors. These included forty-two facilitators, nine MBSSE staff, two MTHE, 3 CODE SL, five TSC and 4 District Council staff members. These could be further represented for clarity in Table 2, as shown below:

The table shows the External support of education stakeholders as supervisors and monitors.

Category of external support from education stakeholders			
Category	M	F	Total # of external support
Facilitators	23	19	42
MTHE	2	-	2
MBSSE	04	5	09
CODE	1	2	3
TSC	04	01	5
District Council	03	01	04
Total	37	28	65

Data source: GRP/Lit. Refresher in-service teacher training August- Sept. 2022

Within the context of gender, the details in table 2 above constitute thirty-seven males and twenty-eight females. So, sixty-five external educators facilitated, monitored, and supervised the workshop sessions.

But aside from the supervisory team were the 1,040 teachers invited from the 260 TGEP schools to participate in a GRP Literacy Refresher in-service teachers' workshop. This workshop stands as a continuum for teachers' continuous professional development in identifying and using GRP Literacy methods/strategies in teaching Literature & Drama, Composition, Spelling and Dictation, Reading and Listening Comprehension and other subjects in the school curriculum. The number of teachers who participated in the workshop could be further attested in the table below:

Table shows the attendance of teachers disaggregated by gender & districts

District	# of participants	M	F	Total
Western Rural	280	169	111	280
Port Loko	276	218	58	276
Karene	236	212	24	236
Bonthe	248	204	44	248
Total	1,040	803	237	1,040

Data source: GRP/Lit. Refresher in-service teacher training August- Sept. 2022

Table three above confirmed the attendance of trainees to be hundred per cent. This constitutes 803 male and 237 female teachers, which amounted to 1,040 teachers as training attendees.

iii. Workshop Activities: The TGEP-TALLE management team held planning meetings to design the workshop's activities for successful outcomes. The activities were categorised as follows:

Workshop material/resources: These were prepared and included the development of the following: facilitation guide/agenda, attendance sheets, supervision rubrics, and useable materials, including flipchart papers, notepads, pens, pencils, sharpeners, rulers, markers and manuals. Other useful materials for the facilitation include flipcharts, vanguard, A4 documents, manuals, markers, and chalk.

Printing of Pre-Post Assessment Tests: These valuable materials were developed to measure the progress markers of teachers within their levels of competence and performance in implementing TGEP activities. The variables developed in the pre and post-tests identified areas of strengths and weaknesses of teachers in terms of content and pedagogical knowledge in meaningful classroom instruction.

Pre-session Activities with Facilitators: These sessions helped prepare trainers to facilitate successfully. TALLE-TGEP supervisors created these sessions as platforms for working with the facilitation team in doing orientation on the focus of the training. Discussions were done to unveil the agenda's details and set the trainers' thoughts and actions to prepare lesson plans and other teacher training resources needed for the workshop's success. Using the facilitation guide/agenda created uniformity among trainers in facilitating workshop sessions in the four TGEP districts.

Post-session activities with facilitators. These activities were done as a daily post-session meeting time for TGEP-TALLE field staff and the facilitation team. It created the context for discussing successes and challenges during the facilitation process. Questions and clarification were discussed for clarity and conclusions. The supervisory team worked with facilitators to write lesson plans for facilitation the next day.

Supervision Design. The TALLE-TGEP team made rubrics to observe how facilitators deliver their lesson plans by doing the following: using GRP Literacy strategies/methods in teaching composition reading, vocabulary, writing, comprehension and critical thinking skills; Classroom management and use of learner-friendly processes to teach girls and boys meaningfully to boost quality learning outcomes. Some of the prompts that facilitators discussed for making the classroom methodologies Gender Responsive included the following:

- a. Give equal chances to girls and boys to answer questions.
- b. Extend positive reinforcement to both girls and boys.
- c. Given enough time for pupils to answer questions as some girls may be too shy to speak
- d. Give assignments and questions encouraging all pupils, especially girls,
- e. Making sure that every pupil participates
- f. Evaluate teaching of comprehension

Modelling of lessons: The facilitators planned each modelled lesson using learner-centred learning resources, Gender Responsive Pedagogy and Literacy methods. The table below describes the

content areas of knowledge, cooperative learning, Gender Responsive Pedagogy and Literacy methods and materials used during the three-day GRP refresher training:

SN	Content Areas Knowledge	Cooperative Learning Gender Responsive Pedagogy and Literacy methods	Learning Resources used
1	Teaching Listening Comprehension	Anticipation: Pre-Teaching Vocabulary Building Knowledge: Think Aloud Consolidation: Retelling the text and dramatisation	Blama's Dream, GRP/Literacy manual
2	Teaching Vocabulary Development	Anticipation: predicting from critical words Building Knowledge: Pause for prediction/Listen, read & predict Consolidation: Questioning using recall, inference & critical thinking	Let's Go, Reading on the Waves manual
3	Teaching Oral Written Composition	Anticipation: Stimulus with an exciting event Building Knowledge: Interactive Writing and Choral Reading Consolidation: Sketch to Stretch in response to the reading	(Language Experience Approach LEA)
4	Teaching Literature- a story	Anticipation: Think Pair Share KWL Building Knowledge: Pause to ask Questions Consolidation: Dramatization	A Hunting Trip and Reading on the Waves Anthology
5	Teaching Spelling and Dictation	Anticipation: Pre-Teaching Vocabulary Building Knowledge: Pause to ask Questions, discussion & think aloud Consolidation: Conduct spelling and dictation exercises.	Buddy Systems and GRP/Literacy manual.

Group Work: This activity was vital in the workshop in promoting the teaching-for-Learning strategies. It created the context for facilitators to divide trainees into groups and encourage them to respond to a prompt using discussion, writing and presentation. Group work motivates and humbles trainees to discuss freely learning issues that resonated from lessons facilitators modelled as an exemplar for meaningful practice to sustain comprehension.

Debriefing: This session stimulated teachers' comprehension to do meaningful guided practice. The facilitators worked with trainees/teachers to discuss the following: how the modelled lesson was done, successes, comparisons, suggestions, questions for clarifications, and wishes to be done in guided practices. The session motivated teachers to practice following the facilitators' patterns or strategies during the lesson delivery. It is a process that prompts teachers to use a retelling strategy as to how the lesson goes. Teachers will start to discuss the study in blocks per the design lesson plan: anticipation / pre-reading, building knowledge/during and consolidation/post-reading. In each block, teachers discuss the facilitators' activity while modelling the lesson.

The session prepares participants to move in to do the guided practice session as planned in the workshop agenda.

iv. Successes: The successes were many, but the outstanding ones are outlined as follows:

- a. The attendance of trainees in the four district training sites was very impressive as all the 1,040 teachers in the TGEP participated, indicating a hundred per cent (100%) attendance.

- b. A conducive context was created for reviewing GRP Literacy issues and methods that made all the TGEF teachers meet and participate in workshop sessions that showed how
- c. GRP Literacy was used in conducting meaningful classroom instruction for the academic well-being of boys and girls.
- d. The refresher facilitation succeeded in working with trainees/teachers in repeatedly guided practice by writing lesson plans on subject topics using learner-centred methods that promote the teaching and learning of Gender Responsive Pedagogies and literacy skills that boost quality learning outcomes. Teachers narrated and discussed personal stories of successes with a confirmation that GRP and Literacy knowledge they have mastered will help them teach effectively using appropriate learner-friendly methods that promote inclusion, quality performance and completion.
- e. It was evident that TGEF has nourished the expertise of staff in implementing the GRP and Literacy activities. It further increased the leadership, content knowledge delivery, programming and the creation of cordial relationships between project beneficiaries and all other boundary partners – education stakeholders at HQ and district levels.
- f. Consequently, due to the effective collaboration of stakeholders and beneficiaries in the implementation of TGEF, quality assurance officers at district levels have been motivated to work more closely with the TALLE-TGEF district teams regarding inadequate supervision and monitoring of the performance of activities in schools and the communities.
- g. Working with the school management committee members and school clubs was a laudable initiative that has created the context for community-teacher support that promotes sustainable learning and ownership.
- h. The provision of TGEF supplementary readers, GRP teachers' guides, and CoP manuals is an excellent approach to promoting the effective use of teaching and learning materials that optimised the culture of reading among boys and girls. Teachers were moving on to develop professional readiness and confidence in becoming self-reliant in using the materials to plan their lessons for successful classroom instruction.

Key Highlights from Activities

The outcomes of the four activities were very successful. One Thousand Three Hundred and Sixty-Two (1, 0362) people were involved in the conduct of the activities discussed in this report. These included the following:

- 16 TALLE-TGEF staff members participated in planning and implementing the successful conduct of the four activities as scheduled.
- 1,040 TGEF teachers & headteachers participated in the GRP Literacy in-service teacher training workshop coordination meetings conducted in the four TGEF districts.
- 234 Multigrade teachers participated in the SRHR&GBV in-service teacher training workshop.
- 03 TALLE-RSL management staff participated in coordinating and supervising the activities of the workshop successfully.
- 23 MBSSE/MTHE/TSC/CODE SL staff members participate in supervising and monitoring the in-service workshops conducted in the four TGEF districts.
- 04 TALLE-SL support staff participated in coordinating the workshop activities during the training sessions.
- 42 Teacher educators and TALLE-RSL lead trainers participated in facilitating the SRHR&GBV Multigrade and GRP Literacy in-service workshops.

Challenges

The following are the significant challenges of the three activities:

Distribution of Puberty and TGEF Books and Teachers Guides Challenges

- **The rainy season:** Heavy and continuous rains constrained the movement of the vehicles hired to conduct the distribution process, especially in the distal rural communities of Karene and Bonthe districts.
- **Distal and Riverine Crossing points:** Flooded River banks created difficulties in swiftly distributing the puberty books and teachers' guides in TGEF riverine communities such as Tambaka in Karene district and the crossing point of Bonthe Island in Bonthe district.
- **Troubling network coverage:** Rainy weather increased mobile network challenges. So, some teachers in hard-to-reach TGEF schools were inaccessible through phone calls. Other headteachers were contacted to help inform some headteachers in distal communities about the training. Messages were also sent to prompt all headteachers and teachers to attend the workshop as planned.
- **The late transfer of project funds also exerted constraints that affected the work plan** and the schedules of our boundary partners and service providers.
- **Timeline Management:** This is also key in undermining the flow of the workshop facilitation process. The overlapping approach facilitators used in explaining concepts or sessions repetitively burnt more time at the expense of other activities on the agenda.
- **Poor Collaboration:** This was attested by the lukewarm support CODE SL created, which almost put the distribution on hold.

Workshop Challenges

- Participants struggled to surf through the workshop materials trying to understand their contents. They had to peruse the training manual, teachers' guide and the growth and changes in boys' and girls' puberty books.
- Supporting facilitators and teachers to design lesson plans for modelling using following the sample guide lesson plans was challenging.
- Some teachers saw it strange to discuss SRHR issues, especially regarding the names of girls' and boys' body parts.
- Female participants were hesitant to talk about issues of menstruation hygiene freely, managing the first period and disposing of menstrual pads. To them, these topics must not be discussed among men. This inhibits effective and collective participation
- Male participants also were not that comfortable discussing puberty in boys especially naming boys' body parts such as erection, penis, sperm wet dream and ejaculation.
- Some teachers struggled to understand and accept some realities they learnt about teenage pregnancy, sex education and rights.
- The conduct of the National Council for Technical Vocational and Other Academic Awards (NCTVA) examination affected the regularity of some students taking the exam for the first and second days.

- One of the critical issues that constrained the Refresher training was the attrition rate of TGEP teachers and the need to replace teachers within the cohort of new teachers in TGEP schools.
- The August rainy season constrained the attendance of participants and supervisory teams. This made some participants attend the training late beyond the schedule set in the workshop agenda
- Untrained and qualified community teachers were identified as slow learners in comprehending the contents and pedagogical focus of the GRP Literacy training. This constrained their performance in successfully reading manuals and training guides and writing lesson plans.

Actions Taken to Overcome the Challenges

- The supervisory teams worked with the facilitators to note and manage workshop facilitation. They must avoid exaggeration in explaining workshop contents and group discussions. To sustain this prompt, TGEP field supervisors consistently monitored the timing of workshop sessions. The school bell was also explored to signal the end of sessions, which paid off.
- Facilitators were encouraged to work with participants in doing some reading sessions of the manual, puberty books and teacher guides to improve the reading and comprehension levels of participants challenged with reading and comprehension.
- To contain the problems of discussion issues hinging on reading words relating to male and female parts, male participants were asked to read aspects of male body changes and explain. In contrast, female participants were asked to do the same. These made participants realise that both genders can promote understanding puberty and SRHR issues.
- In each of the sessions during guided practice, female teachers were encouraged to discuss and clarify female issues with male teachers. At the same time, male teachers did the same to female participants in matters about growth and changes in boys and girls to help them understand what happens with both sexes.
- NCTVA exam students-participants were supported in taking their exams as scheduled in the morning and attending the training workshops on completing their exams.
The actions used to respond to the challenges included the following:
- The TGEP-TALLE team worked with the headteachers and TSC DDs to replace the five community teachers (unpaid) who had left the five TGEP schools to seek employment. The replacement was done with teachers working in the same schools.
- The TGEP supervisory teams worked with the MBSSE and TSC DDs to help the teachers who were constrained lodging to sleep in the training sites. The use of warm clothing was also encouraged to avert illnesses relating to cold.
- Facilitators encouraged low-performing teachers to ask questions, do more reading exercises and respond to prompts. Untrained and unqualified were encouraged and motivated to pursue their Teacher Certificate studies through the Distance Education Programs/courses.

Lesson Learned

The following were significant lessons learnt for the implementation of the Activities:

The implementation process of the multi-grade in-service unveiled series of engagements with stakeholders, TGEP field staff and beneficiaries in the 260 schools in the four districts, which made the TALLE-RSL management learn many fruitful lessons. The following are some of the most important lessons learned:

- Effective communication and coordination of project stakeholders created the recipe for developing confidence and assurance in the implementation process of project activities.
- Providing sample lesson plans to teach SRHR issues helped teachers plan their lives successfully and efficiently.
- The aspect of lesson modelling per the lesson plan in the puberty teacher's guide was outstanding. It provided a precise learning platform for teachers to plan their lessons to teach various subjects and topics in the school timetable.
- The cooperative learning approaches applied during the discussion of critical issues allowed participants to contribute objectively in making positive feedback.
- The choice of words in the Growth and Changes in Boys and Girls, pictures, illustrations and stories are concise. This helped facilitators and teachers read the books and comprehend them easily.
- Allowing participants to design their lessons during guided teaching sessions supports participants' better comprehension of sexual reproductive health rights and puberty issues.
- The TALLE-TGEP management confirmed that proper planning averts problems. Perceiving strongly the challenges evident in the rainy season and the procedure involved in the conduct of the GRP/Refresher training, TALLE-RSL management mounted a robust planning mechanism which takes into consideration the in-hose orientation of the TGEP field staff on the focus of the training, selection of training sites and facilitators; and effective communication with facilitators and teachers for the schedule of the training. These details helped immensely in the successful conduct of the Refresher training.
- The principle and spirit of teamwork were very motivational among the TGEP staff and facilitators. This kept the staff moving to do their best and had the refresher conducted successfully.
- The conducive atmosphere and friendly relationship the TALLE-TGEP team had with the education stakeholders in having them supervise and monitor the training activities confirmed an indication of effective collaboration and a recipe for community ownership of TGEP.
- The progress markers that sprouted in the teachers will give hope to project actors with the conviction that the TGEP intervention will boost the quality of teaching and learning of teachers and pupils for improved learning outcomes in the project schools in Sierra Leone.

Recommendations

- CODE Stakeholders should transfer funds early within the context of dates contained in the TALLE-RSL work plan to avert constraints and delays in the implementation process.
 - TALLE-RSL, as implementing partner, needs the optimal trust and sincere support of CODE to enable them to conduct project activities successfully without any iota of doubt in project schedules and delivery
 - CODE HQ should further distinctly assign project activities to TALLE-RSL and confirm dates in the work plan for the attention of CODE SL to evert the “we don’t Know” view that will affect implementing partners’ readiness in doing project activities as planned.
 - CODE SL should work with TALLE-RSL within the parameters of a sincere and credible partnership with CODE HQ in supporting the implementation process of project activities instead of dictating and fault-finding the implementation and CODE’s vision of collaboration and partnership.
-
- Funds should be made available for the timely implementation of activities.
 - It is very convenient to conduct training during holidays when teaching sessions are not in progress.
 - It is recommended that August is the most appropriate time to conduct TGEP activities such as Multigrade teacher training, distribution of puberty books and SRHR & GRP refresher workshops.
 - Monitoring, supervision and mentoring of teachers should be increased or multiplied to guarantee the sustainability of the impact of TGEP.
 - Consider the provision of scholarships with gender parity requirements to teachers who do not have the financial support to pursue teacher education certificates in Distance Education programs. This will promote quality teaching and learning outcomes among girls and boys.
 - There should be intensive follow-ups with teachers and pupils to measure the effective use and impact of the teaching and learning materials provided for the schools.

Activity11: Monitoring and Evaluation (M&E): Classroom Observation, Community of Practice Activities and Boys and Girls Clubs’ Meetings

In October 2022 TALLE-RSL team did a lot of coordination and feedback session meetings to create a conducive context for the successful conduct of the three activities in October 2022. The discussion of how these activities were conducted in the implementation process was outlined as follows:

i. Monitoring and Evaluation (M&E): Monitoring and Evaluation is an activity that was conducted in October to monitor and mentor classroom teachers in the four TGEP districts (Western Rural, Port Loko, Karene and Bonthe). This activity focused on three major components: classroom observation and monitoring the conduct of Boys' and Girls' Club meetings. This activity was conducted in the four districts from 6th to 18 October 2022.

ii. Classroom Observation: This activity focused on observing teachers conducting classroom instruction lesson delivery and providing mentorship support to sustain the use/practice of GRP Literacy strategies and SRHR/SGBV issues. The exercise was conducted for classes 4, 5, & 6 teachers in 106 schools in the four districts. The activity started with a two-day validation training on appropriately using the M&E tools to conduct the activity successfully. The project team will use the outcomes to support teachers using the GR methods/strategies in conducting learner-friendly and inclusive classroom sessions to optimise quality learning outcomes among boys and girls. The components observed included equal participation of girls and boys, identifying teaching and learning methods, gender-responsive language, conducive learning environment, teachers checking on children to give feedback, and using TGEB books and library boxes in conducting teaching-for-learning classroom sessions.

The conviction that guided the conduct of the classroom observation was to unveil the successes and challenges of teachers in using Gender Responsive and literacy strategies to support boys' and girls' optimal learning. This was done to help teachers work confidently and efficiently in meaningful classroom instruction for gender equity and inclusion for the academic well-being of the pupils.

Below are some of the objectives that guided the conduct of the activity:

- Conducted classroom observation and helped teachers deliver teaching strategies to improve children's learning outcomes, reading and comprehension skills.
- Provided Mentorship to teachers who are struggling in using the methodologies for effective classroom interaction
- Assessed whether teachers used the MP3 radio players, books and anthologies supplied to the schools to promote meaningful reading culture among teachers and pupils.
- Identified areas where teachers find challenges to support them to ensure effective and successful lesson delivery for the benefit of the pupils in the TGEP schools.
- Worked with teachers to support them in the conduct of TLC and GBC activities

The focus of the classroom observation is to measure and evaluate the classes 4,5 and 6 teachers in the effective implementation of gender-responsive pedagogy and literacy teaching methods in the classroom and to see the impact and theory of change the project has created in training teachers on quality teaching methods using gender-responsive pedagogy and literacy to support quality learning outcomes of pupils. In addition, the performance measurement framework indicated that it would love to see **75%** of classes 4,5, & 6 teachers demonstrate adequate knowledge in using meaningfully gender-responsive pedagogy and literacy skills in classroom instruction.

Thirty-six (36) were selected from the 260 schools in the four project districts: Western Rural, Port Loko, Karene and Bonthe. The 36 schools constituted 141 teachers, which stood out as the sample size for the classroom observation activity conducted in October 2022. The school support coaches and district coordinators used a tool/rubric to conduct the classroom observation to collect, collate and enter into Excel for analysis. It was a descriptive analysis using Statistical Package for Social Scientists (SPSS) and Excel.

A. Analysis of Teachers' Sampled Size/Gender/District and Class

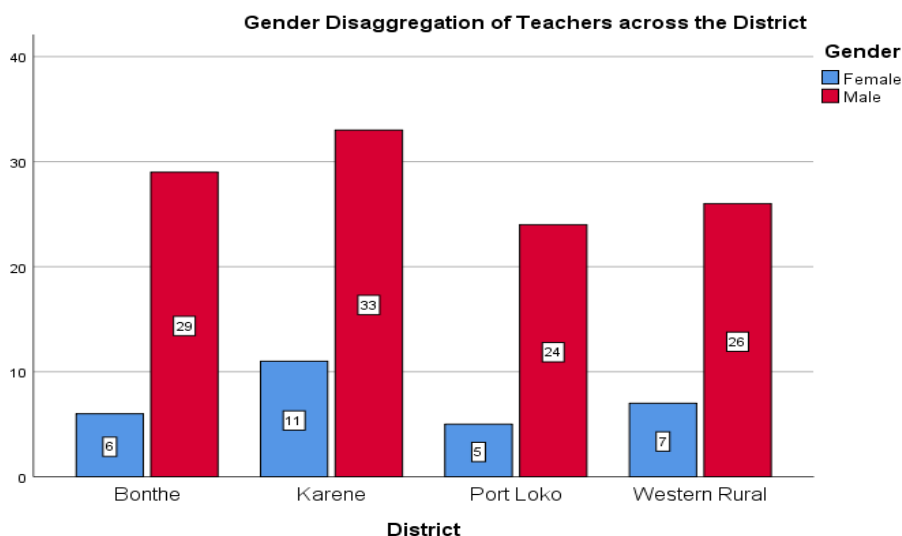
Thirty-six schools were sampled, constituting 141 teachers, including the multi-grade teachers. They were assessed on the meaningful use of gender-responsive and literacy teaching methods in the four TGEP districts, as indicated in the table below:

Table 1 below shows the number of teachers observed across the four-project district and gender disaggregation.

Disaggregation of teachers was observed in the four districts by gender.				
		Gender		Total
		Female	Male	
District	Bonthe	6	29	35
	Karene	11	33	44
	Port Loko	5	24	29
	Western Rural	7	26	33
Total		29	112	141

The table above indicates the number of teachers observed as per gender in the four TGEP districts. It is shown in the table above that the sum of teachers observed in the four TGEP districts was not equal due to the inclusion of multi-grade teachers in the observed process. In contrast, some schools had multi-grade teachers, and others only had one teacher per class, creating an imbalance of teachers within the project districts. However, it shows that 141 teachers were observed inclusively, with the multi-grade teachers. Karene showed 44 teachers observed, constituting (11 females and 33 males), which shows the highest number of teachers observed, followed by Bonthe with 35 teachers observed (6 females and 29 males), Western Rural with 33 teachers (7 females and 26 males) and Port Loko 29 teachers (5 females and 24 males) observed. It also shows a significant number of male teachers observed compared to female teachers. The data can be represented in the graph below to show further clarity.

The figure shows the gender disaggregation of teachers per district.



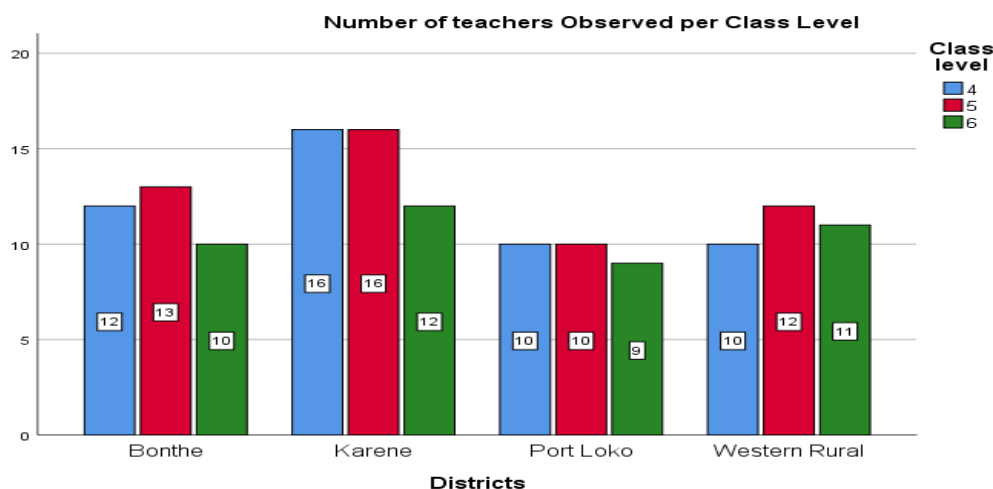
The TGEPC coaches worked with the District Coordinators, teachers and management to observe an internal measurement mechanism to track the growth of the impact of the project on 1,274 teachers in the 260 schools. The observation was done within coaches, and DCs conducted the classroom observation in schools within their clusters. The number of teachers assessed per class in the four TGEPC districts is further shown in table 2 below:

The table above shows the number of teachers observed as per the class level.

		Class Level			Total
		4	5	6	
District	Bonthe	12	13	10	35
	Karene	16	16	12	44
	Port Loko	10	10	9	29
	Western Rural	10	12	11	33
Total		48	51	42	141

The table above indicates the number of teachers observed per class. This shows a sum of 141 teachers observed and disaggregated as per class level, showing class 4 constitutes (48 teachers), class 5 (51 teachers) and (42 teachers) in class 6. These are the cohort of teachers observed per class, further depicted in the figure below:

The figure below shows the Number of Teachers Observed as per Class Level.



The number of teachers observed in the four TGEP districts could further be disaggregated within the context of gender. Gender would be analysed to identify the number of female teachers reached during the October M&E classroom observation. This is represented in Table 3 below:

The table below shows an analysis of gender-observed teachers at the class level.

Analysis of teachers' observer by gender at the class level							
Class Level			District				Total
			Bonthe	Karene	Port Loko	Western Rural	
4	Gender	Female	3	6	3	1	13
		Male	9	10	7	9	35
	Total		12	16	10	10	48
5	Gender	Female	3	5	1	3	12
		Male	10	11	9	9	39
	Total		13	16	10	12	51
6	Gender	Female	0	0	1	3	4
		Male	10	12	8	8	38
	Total		10	12	9	11	42

Table 4 indicates gender in terms of the number of teachers observed at class level in the four TGEP districts, showing 48 teachers (13 female and 35 males) observed in classes 4, classes 5, 51 teachers (12 females and 39 males) and classes 6 with 42 teachers (4 females and 38 males) teachers. The data shows a gender disparity across class levels in all the TGEP districts. Where class 6 shows a significant gender disparity of female teachers.

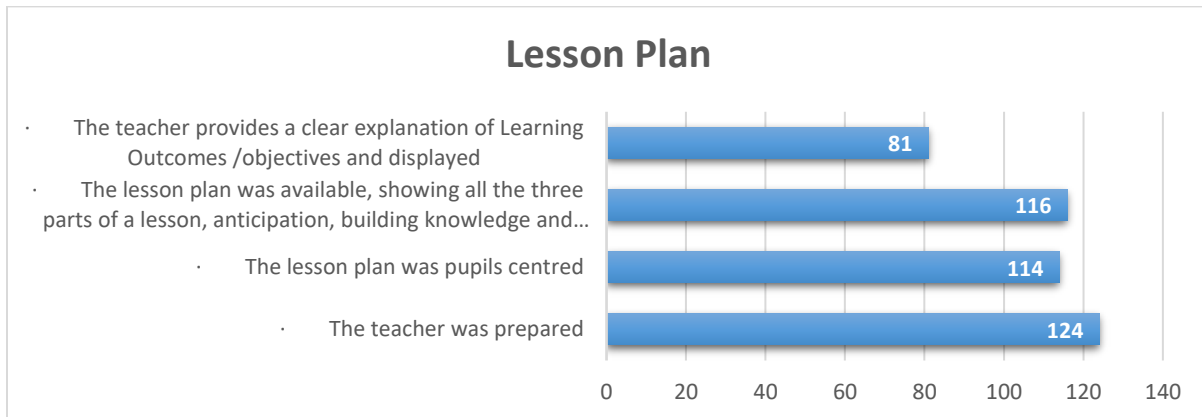
B. Lesson Planning

In lesson planning, the teacher decides on the learning materials, methodologies, content, learning activities, language use, classroom interaction, assessment and classroom setup. A gender-

responsive lesson plan should be a teaching plan that considers the specific needs of girls and boys in all the teaching-learning processes.

The conduct of the classroom observation unveiled the efficiency of teachers in preparing and using lesson plans to teach subjects such as literature, composition, vocabulary development, and reading and listening comprehension to pupils. The outcomes of observing teachers’ preparation and use of lesson plans are represented in Figure 3 below:

The figure shows Teachers’ use of Lesson Plans



Regarding classroom observation, the lesson plan was essential in conducting gender-responsive strategies that support pupils' quality learning outcomes. Our observation found that 124 teachers were prepared to teach a lesson. However, 114 teachers had lesson plans that were pupil-centred, whereas 116 teachers had lesson plans showing all three parts of a lesson, and only 81 teachers could display and explain the learning outcomes/objectives of the lesson to the pupils.

C. Classroom Delivery/Instruction

Classroom delivery/instruction is required to promote gender-responsive and inclusive classrooms. It was apparent that teachers used GRP strategies to ensure all pupils participated inclusively and understood the lesson. The teacher allowed pupils to participate equally in the activity and encouraged/called boys and girls to respond to questions or prompts, leading group work and role-play. This is further represented in the figure below.

Figure shows teachers’ effort in using Lesson Plans in classroom instruction.

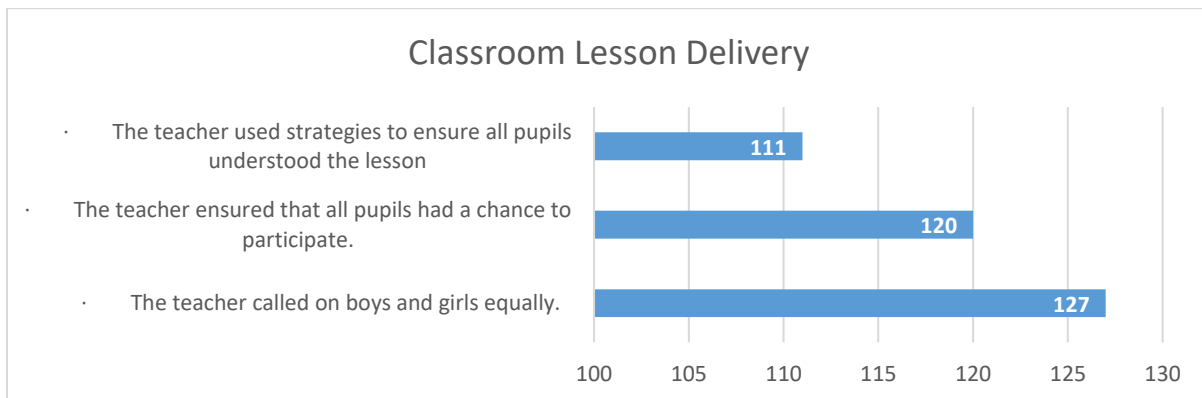
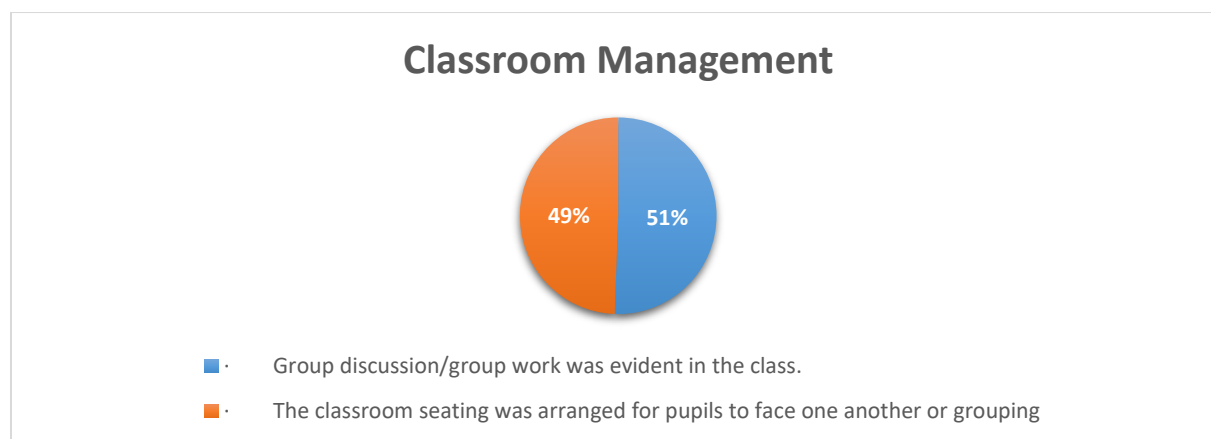


Figure 2 above shows that 127 teachers encouraged boys and girls equally to participate in classroom activities such as responding to questioning, prompts or group work, whereas 120 teachers could ensure that all pupils had a chance to participate in classroom activity, and 111 teachers could use different teaching strategies to ensure that all the pupils comprehend the lesson. Many teachers could use the lesson plans and techniques in their teaching.

D. Classroom Management

Managing the classroom in terms of setting up sitting spaces and positions of pupils and using materials is vital in promoting and enhancing a conducive teaching and learning context. However, many schools need more adequate and appropriate infrastructure and furniture, and it is challenging for teachers to organise the classroom setup for effective learning. This hinders practising gender responsiveness in conducting classroom instruction. A gender-responsive classroom setup speaks to the needs of boys and girls. This is further represented in a pie chart, as shown in Figure 3 below.

The figure below shows Classroom Management outcomes.

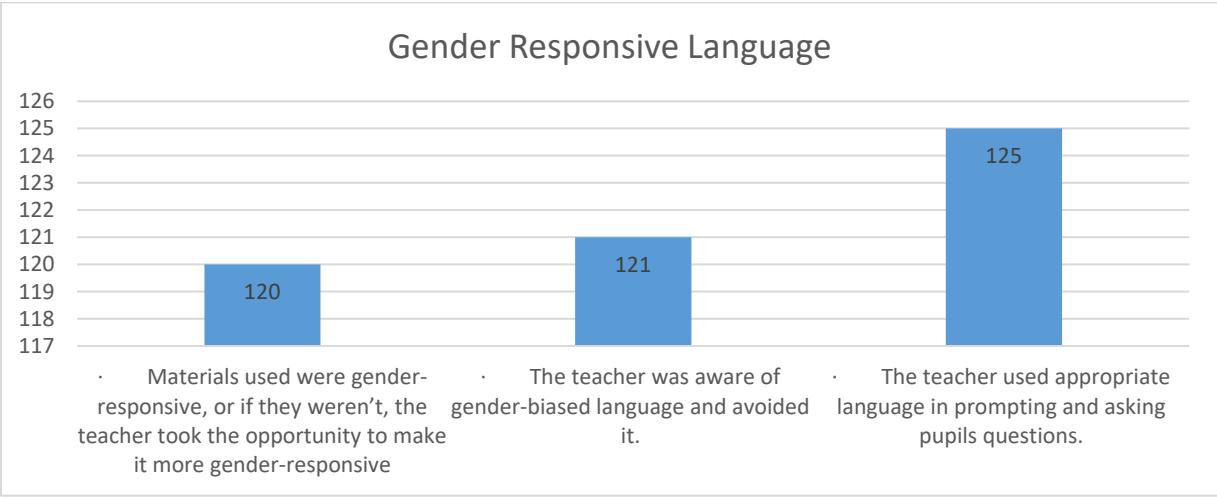


Despite the resources, space, and infrastructure challenges in some of the schools, the figure above shows that 49% of teachers observed could organise their classroom in a conducive way that promotes learning seating accommodations for pupils to face one another or group them to participate effectively in group work activities. Fifty-one per cent (51%) of teachers made group discussion/group work evident in the class. Despite all challenges, a good number of teachers were able to set up a conducive learning environment to support meaningful teaching and learning.

E. Gender Responsive Language and Learning Material.

GR Language promotes quality learning outcomes and depicts gender differences and inequalities in the classroom. However, some teachers keep reflecting on their gender biases through language, such as their belief that girls cannot perform as well as boys. In contrast, GR Language use in the classroom treats boys and girls as equal partners and provides a conducive and inclusive environment for learning. Gender learning materials are fundamental to classroom learning instructions that will depict gender stereotypes material. This is shown in the graph below.

Figure below hows the gender-responsive Language outcomes

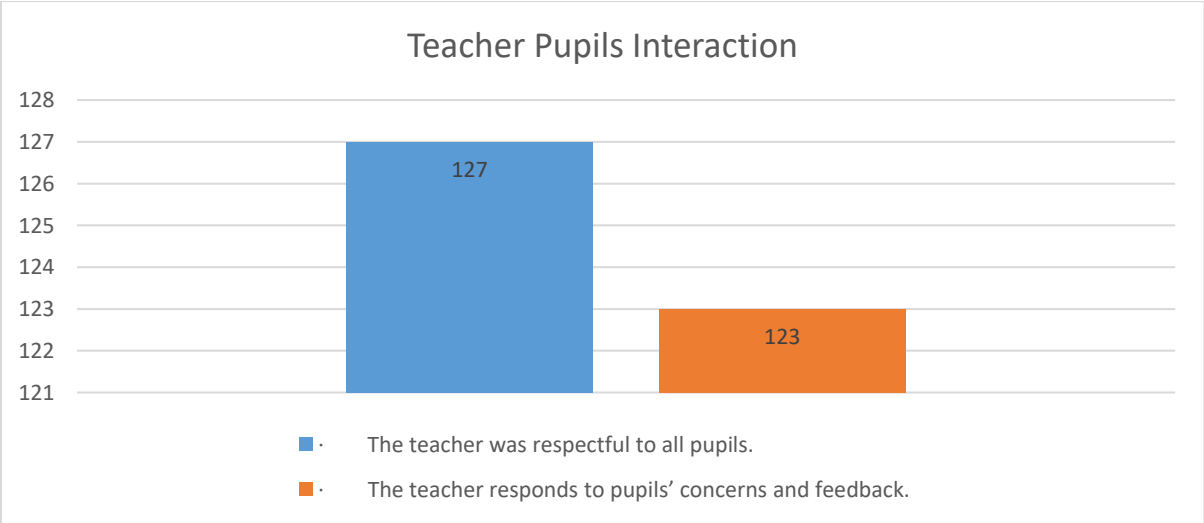


From the classroom observation activity, it was evident that most of our teachers are moving away from using gender stereotypes material that transmits messages that portray girls as weak, passive and submissive. Therefore, 120 teachers used gender-responsive material or, if they were not, they took the opportunity to make it more gender-responsive and managed to depict gender-biased language by calling on boys and girls equally and trying to use appropriate language in promoting and asking pupils questions during classroom instruction.

F. Pupils-Teacher Interaction

Pupil-teacher interaction during classroom instruction is essential in enhancing quality teaching and learning that impacts pupils' learning outcomes. So, the observation covered the use of gender-responsive strategies, which includes areas of gender classroom interaction, such as teacher-pupils interaction and student-student interaction. The outcome is further represented in the graph below.

Table Show Teacher-Pupil Interaction Outcomes



The graph above shows the number of teachers who used respectful language in interacting with pupils during classroom instruction. Teachers' expression in response to pupils' concerns and

feedback. Out of the 141 teachers observed, 127 were respectful to teachers and actively responded to pupils' concerns and feedback. Teachers use meaningful and respectful descriptions and illustrations of ideas to create a conducive context that helps girls comprehend decent behaviour in their journey to acquire sustainable quality education.

From the components observed, major pedagogical issues such as gender-responsive strategies/methods, teacher-pupil interaction, classroom management and lesson delivery were evident in all the classrooms. Teachers succeeded in doing their best to include the best practices they have learned in conducting classroom interaction.

G. Classroom Observation Outcomes/Successes

The theory of change of teachers to adapt and adopt Gender Responsive Pedagogy and Literacy methods in the classroom showed a significant percentage of 85%. As shown in the following, teachers are improving in incorporating gender-responsive pedagogy and literacy methods into the classroom.

- According to the observation, 75% of teachers' lesson plans show all three parts of a lesson, showing a pupil-centred lesson plan. Teachers could clearly explain the learning outcomes/objectives of the lesson to the pupils or display them on the board.
- Many teachers could use GRP methods to ensure equity and inclusiveness of pupils in classroom instruction. Teachers worked equally with boys and girls to ensure that all pupils had a chance to participate.
- There are challenges in some schools for adequate and appropriate furniture. However, 51% of teachers could set up their classrooms for group discussion/group work to be evident.
- Gender-responsive language promotes quality and inclusive learning outcomes. The data indicates that 85% of teachers avoid using gender stereotype material, stop gender bias language (calling only the boys), and promote gender equality in the classroom to promote quality teaching and learning.
- Teacher-pupil interaction is a crucial variable that promotes gender-responsive classroom interaction and enhances quality teaching and learning outcomes. It is indicated that 80% of teachers respond to pupils' concerns and move around to supervise the activities of pupils.

Overall, the data indicated that teachers showed significant improvement towards the project indicators.

H. Boys' and Girls' Clubs (BGCs) Meetings

The BGCs were formed in the 260 TGEF schools in the four districts: Karene, Port Loko, Bonthe and Western Rural. School Support Coaches and District Coordinators worked with focal teachers to conduct BGC meetings and encourage members to discuss the BGC activities and ways of making the BGC more effective and responsive. All schools visited have formed BGC and have chosen the leadership team that constituted the leader, secretary and organiser among the pupils. The project field staff required each TGEF school to promote the effective functioning of BGCs. Headteachers helped TGEF staff monitor and mentor focal teachers to implement BGCs in schools effectively.



To make the BGCs more organised and practical, the M&E activity included the mentoring and supervision component for TGEF field staff to work with the headteachers, focal teachers and BGC members in conducting meaningful activities for the well-being of BGCs. The TGEF team used a monitoring and supervision rubric or tool to track and record the successes and challenges of working BGC meetings and learning

activities contained in the BGC guide.

School support coaches participated in BGC meetings within the context of their clusters. They held many discussions with BGC focal teachers and conducted mentoring sessions during meeting sessions the BGC club members organised. The number of schools the SSCs covered in participating in BGC activities in October is shown in the table below:

The table below shows the number of schools that conducted Classroom Observation and BGC meeting activities.

Activity	Number of Schools
PORT LOKO DISTRICT	
Classroom Observation	9
Monitoring BGC Meetings	9
TOTAL	18
WESTERN RURAL DISTRICT	
Classroom Observation	7
Monitoring BGC Meetings	9
TOTAL	16
KARENE DISTRICT	
Classroom Observation	9

Monitoring BGC Meetings	9
TOTAL	18
BONTHE DISTRICT	
Classroom Observation	9
Monitoring BGC Meetings	9
TOTAL	18
GRAND TOTAL	70

This table shows the indicators used and the total number of TGEF schools conducting Monitoring and evaluation activities.

Successes/Outcomes

- I. Classroom Observation and meeting with BGCs were conducted in seventy (70) TGEF schools.
- II. Although many teachers did not show 100% mastery in using the new knowledge, those observed demonstrated competence and performance in using GRP and literacy methods to teach girls and boys.
- III. There is evidence that all the schools visited have MP3 Radio-Players. However, some have problems with low volume.
- IV. Most teachers ensured that all pupils had access to reading the books during teaching, and teachers distributed the books before the start of the lessons.
- V. Teachers used varied reading strategies to ensure pupils engaged in meaningful reading and comprehension.
- VI. All teachers observed designed lesson plans; some teachers used the radio player while others taught other subjects.
- VII. Most Teachers used strategies such as buddy reading, choral reading, read, pausing to ask questions and grouping to support children interaction and guided practice sessions to sustain the culture of reading.
- VIII. The key post-session strategies used by most teachers were asking questions and independent writing.

Activity 12: Community of Practice Multi-grade Teachers Workshop

The community of Practice In-Service teacher workshop was conducted on 22-25 October 2022. It was scheduled for a (4) four days training of 234 teachers in the four districts of the TGEF Project schools. This activity focused on training multi-grade teachers in the four districts. The Community of Practice (COP) component of TGEF for the multi-grade teachers was implemented to create a conducive learning context where teachers meet to discuss and share experiences on the success and challenges of their work. The framework of the workshop centred mainly on modelling, debriefing, group work, guided practice and presentations. Facilitators encouraged trainees to participate.

To make this possible, the TALLE-RSL TGEF team encouraged facilitators to work with teachers to help them comprehend how to use the methodology, concepts, strategies and classroom

management skills they learned during the TEGP in-service teacher training workshops sessions and activities. The training covered five approaches: Lesson modelling/demonstration, debriefing, group work-guided practice, focus group discussions and Lesson presentation. The objectives of the activity are outlined below:

- Helped teachers comprehend and identify the roles of CoP leaders.
- Guided teachers in organising CoP activities in their schools, clusters and network levels.
- Provided a conducive learning platform for teachers to discuss and share experiences on their successes and challenges of their work.
- Trained teachers with skills that will enable them to conduct regulator assessments of pupils to improve their teaching techniques.
- Responded to feedback in conducting lesson modelling and presentations.
- Trained how to acknowledge and practice CoP activities as a cue for Continuing professional development.
- Trained teachers on classroom best practices through discussions, modelling, role plays and demonstrations.

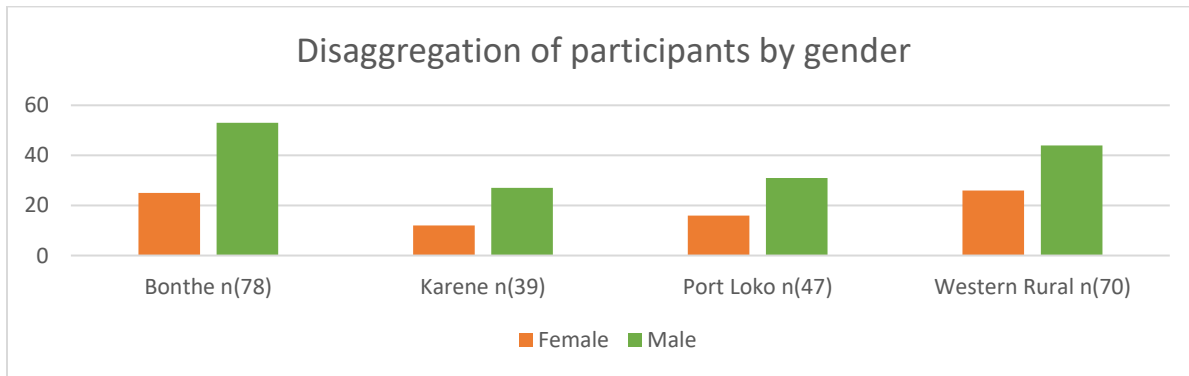
The participants constituted 234 teachers in multigrade schools who were excluded from TGEP's inception. The number of participants as per gender could be disaggregated as shown in the table below:

The table shows the number of participants who attended the training in the TGP districts.

Disaggregation of participants in the four districts as per gender				
		Gender		Total
		Female	Male	
District	Bonthé	25	53	78
	Karene	12	27	39
	Port Loko	16	31	47
	Western Rural	26	44	70
Total		79	155	234

The Table above indicates the number of teachers per gender participating in the CoP multi-grade in-service teacher training. It shows that 234 participants participated in the training, which shows 100% attendance. The participants' gender status could be further disaggregated, as shown in the figure below:

Figure shows the Disaggregation of participants by gender



From the figure above, Bonthe had 78 participants, constituting (25 females and 53 males), Karene with (12 females and 27 males), Port Loko 47 teachers (16 females and 31 males) and Western Rural 70 teachers (26 females and 44 males). The details in the figure above confirm that Western Rural has 26 females, indicating the highest, and Bonthe has 12 females, indicating the lowest.

Workshop Activities

The COP in-service teacher training workshop was scheduled for four days. The main contents and activities of the training included the following:

Day one consisted of sessions that covered many meaningful learning activities, such as an introduction to TGEP CoP, structure and roles, and reading and discussing the CoP leadership guidebook and CoP framework. The facilitators encouraged teachers to work in groups to do debriefing and guided practice on the modelled lesson. The photos below show some of the group work activities.



Groupwork on identifying the CoP Framework



Discussions on the roles of CoP leaders

Day two focused on implementing and supporting the teacher learning circles: teachers identified and learned the principles and characteristics for a successful co-learning relationship. However, teachers further deepened their understanding of their roles in supporting the effective conduct of teacher-learning circles (TLCs) meetings. The photos below show participants in guided-practice sessions on conducting TLC meetings in their schools.



Participants worked in groups to role-play conducting TLC meetings

Day three facilitation focused on Classroom observation and co-assessment: teachers discussed the classroom assessment tools and cluster meeting activities. This session was meant to support teachers' competence and performance in conducting formative assessments as a form of continuous learning.

Day four facilitation discussed reportage and planning. Teachers were supported on the reporting pathways and working with project actors (DC, SSC, and project managers). Teachers further draft plans for what to implement when returning to their schools.

Workshop Outcomes

At the end of the four days of training:

- Teachers clearly understood their roles in supporting the conduct of Community of Practice in their schools.
- They also realised that CoP constitutes a network of professionals meeting intentionally to discuss their professional well-being or growth issues.
- Again, they learnt that each teacher is essential for successfully conducting CoP activities in their schools.
- Finally, teachers could draft plans of what they will be implementing in their different schools.

13. Launching New Education Program: Teaching and Learning in Fragile Contexts (TLFC) Project

We are happy to share updates on launching ‘Teaching for Learning in Fragile Contexts (TLFC), a new education project for implementation within the context of our CODE-TALLE-RSL Partnership in Sierra Leone.

Project Overview: Teaching and Learning in Fragile Contexts (TLFC) is a project that has been designed to support inclusive, high-quality, and gender-responsive (GR) education for primary students in Liberia and Sierra Leone and to link research in fragile contexts across sub-Saharan Africa, with a particular focus on Liberia and Sierra Leone, to improve learning outcomes in those contexts. The project will increase the use of active learning and GR quality teaching strategies among pre-service teachers alongside schools and in-service teachers who host student teachers in demonstration schools and during their practicum. The means of building this capacity is through the training and coaching of Teacher Educators within Teacher Training Institutes (colleges, universities and Polytechnics). Further, the project will increase the understanding and effectiveness of education decision-makers in the two countries in applying these same strategies in their policies and processes while promoting gender equality, especially for girls and other vulnerable populations. The project additionally supports applied research on quality teaching and culturally relevant reading materials and then facilitates access and use of this evidence by decision-makers to improve literacy and learning outcomes for children in African refugee and IDP contexts (including Sierra Leone and Liberia), with a focus on gender equality (GE) and inclusion.

CODE designed and implemented the project with local partners WE-CARE Foundation (WCF) in Liberia and The Association of Language and Literacy Educators (TALLE) in Sierra Leone. Together, all three partners support quality, equitable primary education, ensuring systemic and sustainable change, by focusing on three main areas: 1) supporting improved training for pre-service teachers (student teachers); 2) connecting with decision makers (typically Ministry of Education officials) to ensure understanding of best practices primarily related to gender-responsive teaching strategies, and 3) growing the evidence-base of research around literacy and education in fragile refugee and IDP settings.

The implementation Lead of the TLFC Project is CODE Canada, and Global Affairs Canada is the financing body of the project. CODE Canada works with its local partners, TALLE-Reading Sierra Leone and WE-CARE in Liberia, to implement the project. The identities of the TLFC Project's Partnership are briefly outlined below:

CODE (formerly the Canadian Organization for Development through Education), since 1959, has been working towards its vision of a literate world, growing into Canada's leading international development agency focused on education and literacy. CODE has been active in Sierra Leone and Liberia since 2011, focusing on childhood literacy and supporting the creation of locally produced, culturally meaningful books for children. www.code.ngo

WE-CARE Foundation is a non-profit educational organisation that has been helping to enhance literacy in Liberia since 1994. WE-CARE promotes a culture of reading, love of books, and quality education for all Liberians.

TALLE-RSL is a Sierra Leonean NGO of Language Arts Educators that supports the effective teaching and learning of Language Arts to boost quality learning outcomes among children. TALLE-RSL works with education stakeholders to promote appropriate student-friendly methods and materials in teaching children the skills that help them think, read, and communicate meaningfully and well.

A Contractual Agreement commencing April 1, 2022, to October 31, 2026, has been signed between TALLE-Reading Sierra Leone and CODE Canada for implementing the TLFC Project. However, the formal operation of this contractual agreement requires the confirmation of the TALLE-RSL Board as prescribed in the TALLE-RSL Constitution.

14. Organisational Development

Within the context of economic and organisational challenges, the TALLE-RSL Management has mobilised resources to expand the effectiveness and sustainability of its diverse activities, focusing on working with credible education partners to promote quality education in Sierra Leone. To make this possible, TALLE-RSL Management has done the following:

- i. Creating a credible and functional website, www.tallersl.org, as a platform for popularising our work/operations. This is backed up with social media outreach: Facebook, Twitter and WhatsApp.
- ii. The installation of Solar Panels to subsidise EDSA challenges

15. Submissions for Confirmation/Approval

The unfolding events within the TALLE-RSL Management have been very promising, especially in responding to our partners and government education stakeholders in the call to Rally the response to Transforming Education in our beloved country, Sierra Leone. Such an ambitious CALL could only be answered when rules, roles and modes of doing things are standardize and upgraded within the agreement of our Guarantors (TALLE-RSL Board). With this in mind, we request the support of the TALLE-RSL Board Members to endorse the following:

- i. Staffing: TALLE-RSL management has followed the recruitment process to hire new staff members of TALLE-RSL who will be supporting the implementation process of the TLFC Project. Having conducted interviews of staff and concluded selection from the cohort of applicants' interviewed, we hereby humbly request your approval to enable us to write their employment letters for submission to the staff.
- ii. We request your support for reviewing the TALLE-RSL Calendar instead of September to August to January to December. This matches the renewal of documents and straight-line auditing path within the typical Calendar year.
- iii. To confirm our thoughts and conclusions in Renaming our organisation from ‘‘**The Association of Language and Literacy Educators-Reading Sierra Leone**’’ to be named and called **TALLE-Reading Sierra Leone**. This is done to avert the confusion and constraints we are experiencing, especially in perceiving us as an ‘‘ASSOCIATION’’ (instead of an NGO) and further having to use a LONGER Breath to name us, which is very time-consuming.

16. Summary of Report Contents

From the foregone discussions of the narratives, it is evident that this report contains elaborate pieces of vital information relating to the implementation processes of the project and other upcoming events that support the promotion of sustainable quality education in Sierra Leone.

Some of the important headlines of the report are: In-service Teacher Training on using the MP3 radio alongside the Reading on the Waves Anthologies and Workbooks, Awareness Raising of 120 Head-Teachers and 120 School Management Committees on the Relevance of GRP Literacy strategies, SRHR&GBV, CoP and Puberty issues, Multi-grade Teachers GRP Literacy In-service Workshop: This activity focused on training teachers on using Gender Responsive Pedagogy and Literacy skills, Sexual and Reproductive Health Rights and Gender Based Violence (SRHR/GBV) to conduct classroom instruction at P4, P5 and P6, Community of Practice (CoP) Activities: Cluster Meetings, Development and distribution of teaching and Learning Materials for the academic well-being of pupils-girls – boys, and girls (readers and teachers’ guidebooks),Boys and Girls Clubs Guide Books Distribution and Focal Teachers (260) In-service Teacher Training, Conducting Meetings with Community Stakeholders, Distribution of Puberty and TGEP Books and Guides, SRHR/GBV Multi-grade In-service Teacher Training, GRP Literacy Refresher In-service Teacher Training Workshop, Monitoring and Evaluation: Classroom Observation, CoP Activities and Boys’ and Girls’ Clubs Meetings, Community of Practice Multigrade Teachers’ Workshop.

Overall, we thank you so much for your professional guidance and support in helping us do our best to work with government and education stakeholders to promote the transformation process of our education system in Sierra Leone.

Approved by: Alhajié Sallieu Kanne

Signed & Stamped: 