

**THE ASSOCIATION OF LANGAUGE AND LITERACY EDUCATORS -  
READING SIERRA LEONE  
ANNUAL REPORT ON IMPLEMENTATION OF PROJECT ACTIVITIES  
JANUARY – DECEMBER 2023**



**Written and submitted by:**

**TALLE-RSL Management  
49 Circular Road-Freetown Sierra Leone**

**Submitted to:**

**-MBSSE, TSC, MTHE& MoPED**

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## EXECUTIVE SUMMARY

This report provides a comprehensive account of the different activities carried out in 2023 within the context of the **Teaching and Learning in Fragile Context (TLFC) and The Transforming Girls Education TGEF** Projects. These projects aimed to enhance the quality and sustainability of teaching and learning outcomes among boys and girls by building the capacity of pre-service and in-service teachers and teacher educators. The TLFC project life operates in 2023-2026, and it focuses on delivering quality education to Liberia and Sierra Leone primary pupils while promoting gender-sensitive pedagogical issues that evolve in classroom instruction. TLFC project strives to empower education leaders to create an enabling environment for quality education that caters to the diverse needs of all learners. The TGEF project, on the other hand ended in December 2023. It focused on promoting gender equality and transform girls' education in Sierra Leone by providing access to quality education for girls who are either out of school or at risk of dropping out. Both projects are supported and supervised by CODE Canada and financed by Global Affairs Canada (GAC), with TALLE-RSL as the local partner responsible for implementing project activities as planned.

The report discusses different activities conducted in the two projects: TGEF and TLFC projects. These included baseline assessment, in-service training of 1,274 teachers and 280 practicum host teachers<sup>1</sup>, Training of 75 teacher educators, introduction and monitoring of community of practice (CoP) in schools, conducting monitoring and evaluation activities to track progress for sustainability, mobilization of school management committees, classroom observation and assessment, and setting up and consolidating boys' and girls' clubs. The report also discussed the impact of the distribution of locally authored supplementary books in the 260 schools among 1,274 teachers in Bonthe, Karene, Port Loko and Western Rural.

The report's framework contains knowledge-building components designed to inform project stakeholders what, when, where, how and why activities were implemented. The discussion of activities will constitute an introduction and description of each activity, objectives, outcomes of the activity, impact of meetings attended, number of participants, successes, challenges and recommendations.

Overall, the TLFC and TGEF projects have significantly contributed to promoting gender-sensitive and active learning practices among teachers and decision-makers, empowering education leaders to create an enabling environment for quality education that caters to the diverse needs of all learners.

## SECTION ONE: TEACHING AND LEARNING IN FRAGILE CONTEXTS

### TLFC)PROJECT ACTIVITIES

This section discusses the activities implemented in the TLFC Project. These included baseline assessment, outcome mapping, training teacher educators, in-service host teachers training, practicum school visitation, classroom observation, and monitoring and evaluation activities. These activities are discussed as follows:

#### **1. TLFC BASELINE**

The baseline survey conducted by TLFC partners in Liberia and Sierra Leone in December provided a reference for future comparison to gauge project progress in the target primary schools' education outcomes. The baseline assessment utilised quantitative and qualitative data collection methods to understand the foundational literacy proficiency of students in TLFC-target schools in Sierra Leone and Liberia. The baseline assessment measured students' literacy levels in grades two and four. It involved administering a contextualised version of the Early Grade Reading Assessment (EGRA), which comprised six sections at grade two and seven at grade four.

For grade two, the sections covered Phonemic Awareness, Alphabet Letter Naming, Matching Letters with their Sounds, Sight Word Reading, Reading Comprehension, and Writing. In grade four, additional assessment was conducted for Onset, Rime, and Blending skills. As in grade two, the baseline assessed phonemic awareness skills within the writing sub-task rather than as a separate section. Table 1 below shows the number of individuals evaluated per grade level:

**Table 1: Number of pupils Assessed Per Grade**

<b>TLFC Data Source</b>	<b>Liberia</b>	<b>Sierra Leone</b>	<b>Total</b>
EGRA Grade 2	97	97	194
EGRA Grade 4	96	96	192

The details in Table 1 above show equity in the pupils assessed by grade, indicating 97 in grade 2 and 96 in grade 4 in both Liberia and Sierra Leone.

Overall, these assessments show that literacy proficiency in the assessed Liberian primary schools was low at grade two but significantly better at the higher grades. As expected, as students get promoted from grade to grade, the literacy scores in higher grades should be higher. It was important to note that while the assessment aimed to assess literacy levels, it was not designed to evaluate grade-level reading but foundational skills. The mean literacy score at grade two was 50.2%, while the median was 46.6%. At grade four, the average Liberian student scored 64.7%. The median literacy score at this grade was 67.2%, indicating that fifty per cent of grade four pupils obtained above 67.2% in the Early Grade Reading Assessment. Table 2 below measures the literacy scores made by grade 2 and grade 4 pupils:

**Table 2: Grades 1 and 4 mean, Median, Lowest and Highest Literacy Scores**

Level	Measure	Literacy Score (%)
<b>Grade 2</b>	Mean	50.2
	Median	46.6
	Lowest	15
	Highest	91.5
<b>Grade 4</b>	Mean	64.7
	Median	67.2
	Lowest	11.4
	Highest	98.9

The average literacy score in Sierra Leone was 30.5% in grade two and 55.7% in grade four. The median scores were 23.9% and 60.6%, respectively. Sierra Leonean students exhibit lower foundational literacy proficiency at both grade levels than their peers in Liberia. Notably, the literacy performance gap between the sampled students from Sierra Leone and Liberia was

wider in grade two. It was, therefore, essential to highlight that the baseline comparison between the two countries was not to make provisions for bringing students to the same level but rather to analyse marked differences and identify best practices for quality learning outcomes.

#### **A. Gender Parity Analyses**

Gender was included in the assessment to unveil how teachers use gender-responsive pedagogies to make their classroom instruction more inclusive and meaningful. This justifies the analysis of gender parity in assessing and teaching pupils. The details covering gender parity are represented in Table 3 below:

**Table 3: Gender parity analysis of boys and girls**

Level	Sub-Test	Liberia			Sierra Leone		
		Girls	Boys	Maximum attainable score	Girls	Boys	Maximum attainable score
<b>Grade 2</b>	Phonemic Awareness	5	4	10	4.5	2	10
	Letter Naming	26	26	26	26	24	26
	Letter Sounds	18	10	28	4	2	28
	Sight Words	26	25	40	13.5	13	40
	Reading	16	14	73	0	0	73
	Comprehension	0	0	5	0	0	5
	Writing	6	6	8	4	4	8
<b>Total Score (%)</b>		<b>46.6</b>	<b>48.3</b>	<b>100</b>	<b>27.5</b>	<b>21.9</b>	<b>100</b>
<b>Grade 4</b>	Letter Naming	26	26	26	26	26	26
	Letter Sounds	20	23	28	8	11	28



Sight Words	35	36	40	31.5	34	40
Onset, Rime, and Blending	9	9	12	8.5	9	12
Reading	61.5	59.5	76	54	58	76
Comprehension	1	2	4	0	2	4
Writing	10	9	14	8	8	14
<b>Total Score (%)</b>	<b>65.5</b>	<b>71.4</b>	<b>100</b>	<b>53.1</b>	<b>66.8</b>	<b>100</b>

Table 1: Gender comparison of median literacy scores – Liberia

The table above provides a gender comparison of the median scores of pupils in the various sub-assessments. It also presents the computed overall literacy score expressed as a percentage for Liberia and Sierra Leone. The assessment found that in Liberia, grade two girls performed slightly better than boys in nearly every sub-test, while the reverse was true at grade four. Overall, the median literacy score at grade two was 48.3% for boys, compared to 46.6% among female learners. The median score among male learners in grade four in Liberia was 71.4%, while the median score among female students was 65.5%.



Figure 1 An enumerator/assessor assessing a student at a primary school.

Additionally, in Sierra Leone, the overall median literacy score for grade two girls was 27.5% compared to 21.9% among boys in the same grade. In grade four, the median score for boys was 66.8%, while among girls, the median literacy score was 53.1%. An examination of the sub-task scores shows that girls in grade four lag behind boys in every sub-test except for the letter naming and writing exercises, where the median scores for both male and female pupils are equal. At grade two, while the median sub-task scores for both boys and girls were the same in the Reading, Comprehension and Writing tasks, girls did better in Phonemic Awareness, Letter Naming and Sight Word Reading.

**B. Classroom Observation**

To understand the ability of teacher educators to teach and mentor pre-service teachers in using active learning and gender-responsive teaching strategies, the baseline team conducted a series of classroom observations. Before performing any classroom observations, the assessment team ensured they followed these steps:

- a. Approval by the Dean of Education: All classroom observation plans approved by the Dean of Education in advance ensured that the observations aligned with the institution’s calendar. This approval helped ensure that the observations were conducted acceptably for the educational institution.
- b. Consent of the Teacher Educator: Obtaining the consent of the teacher educator before starting the observation was crucial for ethical and professional reasons. It showed respect for the teacher's autonomy and acknowledged their role in the classroom. It also fostered a collaborative approach and established a positive relationship between the observer and the teacher, creating a conducive environment for practical observation.
- c. Discussion of Feedback and Recommendations: After conducting the observation, it was essential to have a constructive discussion with the teacher educator about the feedback. This allowed for a mutual understanding of the observed strengths and areas for improvement.
- d. Taking Notes during Observation: The instruction to only take notes during the class observation, without filling out any form, allowed the observer to focus entirely on observing the classroom dynamics and the teacher's instructional strategies, which helped in capturing accurate and unbiased observations without the distraction of form completion. Furthermore, taking comprehensive notes provided a solid basis for the subsequent discussion on feedback.

The assessment package included several surveys conducted in Liberia and Sierra Leone. The table below shows the number of surveys conducted:

**Table 4: Number of Surveys conducted in Sierra Leone and Liberia**

TLFC Data Source	Liberia	Sierra Leone	Total
KEAP Survey Teacher Educators	24	25	49
Teacher Educator Classroom Observation	24	25	49
TTI Landscape Analysis	4	4	8

The details in the table above indicate that the same number of surveys are in the KEAP, observation, and TTI landscape analysis.

Researchers rated the performance of teacher educators in three areas: language arts/literacy, pedagogy and approach, and gender-responsive classrooms. Ratings ranged from zero to four, where 1 is the lowest observation level and 4 is the highest. Ratings were based on the researcher’s direct observations/classroom inspection.

Rating scale:

0 - Not applicable to the lesson observed

1 - Did not demonstrate this skill, approach, or method

2 - Showed a low level of understanding or use of this skill, approach, or method

3 - Showed a moderate level of knowledge or use of this skill, approach, or method

4 - Showed a high level of expertise or use of this skill, approach, or method

### **I. Language Arts/Literacy**

Teacher educators need to possess a strong understanding of language arts/literacy concepts, theories, and instructional strategies. They should be knowledgeable about various aspects of literacy development, including phonics, vocabulary, comprehension, grammar, writing processes, and language acquisition. This expertise allows them to guide and mentor future teachers in fostering literacy skills among their students. The baseline found that in Sierra Leone, on average, 54.4% of the observed educators demonstrated moderate or high levels of understanding of the listed literacy skills/methods or approaches. In Liberia, the number of educators who showed the same proficiency was 33.3%.

### **II. Pedagogy and Approach**

They encompass the strategies, methods, and philosophies to facilitate effective teaching and learning in the language arts/literacy domain. Regarding pedagogy and approach, the assessors found that 41% of Liberian educators and 62.8% of those from Sierra Leone showed moderate or high-level understanding of the listed pedagogical and teaching practices/techniques.

### **III. Gender Responsive Classroom**

Regarding gender responsiveness, Sierra Leone had an average rating of 2.7 out of 5, while Liberian teacher training institutions had an average rating of 2.3. Overall, 58.5% of educators in the observed classrooms demonstrated a moderate or high level of understanding and use of gender-responsive teaching approaches or methods. This level of knowledge among Liberian educators was observed in 42.7% of cases.

The results also revealed that in 72% of observed classrooms in Sierra Leone, teacher educators exhibited moderate or high skills in ensuring fair distribution of oral questions to male and female learners. The same percentage of teacher educators demonstrated high expectations of success for female and male students and were observed to actively address gender-biased attitudes in the classroom.

However, only 28% of educators demonstrated the ability to help students examine their beliefs about gender inequality and stereotypes. Similarly, women were included as role models, leaders, and historical figures in learning materials in only 48% of observed classrooms.

Compared to Sierra Leone educators, Liberia educators exhibited lower levels of gender responsiveness. For instance, in only 37.5% of classrooms, female and male students were observed to assume group leadership roles interchangeably or fairly. Similarly, just 33.3% of educators showed moderate or high skill in carefully responding to gender-biased attitudes in the classroom. The inclusion of women as role models, leaders, and historical figures was observed in only 33.3% of classes.

TLFC partners conducted a baseline assessment of preservice teachers' Knowledge, Experience, Attitudes and Practices (KEAP). This allowed for the collection of information about the existing knowledge, experience, attitudes, and practices of pre-service teachers before the implementation of the project. It provides a starting point for understanding pre-service teachers' current capacity and readiness to use active learning and gender-responsive teaching strategies for literacy during their practicum. Table 5 below shows the number of student teachers interviewed:

Table 5: Number of Student Teachers Interviewed

TLFC Data Source	Liberia	Sierra Leone	Total
KEAP Survey Student Teachers	24	29	53

The (KEAP) Survey in Liberia shows that 46% of the student teachers felt that their Teacher Educators needed more capacity to meet the needs of students and the sector. Furthermore, only 38% of students felt their colleges provided the resources and professional support required to become effective teachers.

More than a third (33%) of students said that they had personally experienced gender-based bias, injustice, or violence. In comparison, another 12% of Students had previously noticed or seen gender-based bias, mistreatment, or violence within the TTI or in a school they taught.

However, none of the students reported what they saw, although 75% said they knew where or how to write. It might be helpful to point out that only 38% of the student teachers have received gender-related training.

Additionally, in Sierra Leone, 93% of student teachers said they had experienced gender-based bias, injustice, or violence within the TTI or in a school they taught. There appeared to be a very high prevalence of gender bias, injustice, and violence among teacher training institutions in Sierra Leone, given that 86% of educators had also indicated that they were victims.

Despite this high prevalence, the baseline assessment found a general sense of unwillingness to report cases of bias or injustice. For instance, while 57% of student teachers reported witnessing such cases, no student reported what they saw, even though 93% of students said they were familiar with the reporting mechanisms for sexual abuse and harassment.

On a positive note, 86% of the students feel that their TTI offers the resources and professional support needed to become effective teachers; in comparison, 82% think that their lecturers have sufficient capacity to meet their current needs and the sectors.

The number of surveys and classroom observations conducted in the 40 practica or TLFC host schools are shown in Table 6 below:

**Table 6: Number of Surveys and Classroom Observations at the Practicum Schools**

<b>TLFC Data Source</b>	<b>Liberia</b>	<b>Sierra Leone</b>	<b>Total</b>
Host School Head Teacher Survey	16	16	32
Host Teacher Classroom Observation	32	47	79

A further assessment was done of the targeted primary schools in both countries, where seventy-nine classroom observations across both countries— thirty-two in Liberia and Forty-seven in Sierra Leone were conducted, plus a survey of 32 school head teachers – 16 in either country, as shown in the table below:

The researcher assessed the classroom environment, pedagogy, gender considerations, and the pupil’s level of engagement during the class.

The data indicated that classrooms in both Liberia and Sierra Leone have room for improvement in implementing effective teaching practices and creating a conducive learning environment. In Liberia, the average ratings for grade two classrooms ranged from 1.7 to 2.7, while for grade four, the ratings ranged from 1.8 to 2.8. These scores suggested that many observed indicators were either partially implemented or not fully met as expected.

Comparatively, classrooms in Sierra Leone had higher average ratings on a five-point scale, ranging from 2.1 to 3.6 across both grade levels. In Liberia, the ratings ranged from 1.7 to 2.8. These findings indicate that researchers in both countries believed that there is a need for significant improvements in the classroom environment and teaching practices observed.

In Liberia, the study found that teachers must consistently implement most of the observed indicators, scoring below 50% of the time. However, teachers received higher ratings in grade two for using gender-inclusive language, ensuring learner participation, guiding children's reading, and employing gender-sensitive language. Grade four teachers also received favourable ratings for checking comprehension and promoting equal participation.

In Sierra Leone, the highest ratings were given for indicators such as children's participation, gaining learners' attention, children demonstrating independence, and ensuring equal participation. Grade four teachers received similar ratings, with the addition of regular comprehension checks, which received the highest rating.

These findings highlighted areas where teachers in both countries can focus on improving their teaching practices and classroom management. By addressing the identified areas for enhancement, such as increasing learner participation, using gender-sensitive language, and consistently checking for comprehension, educators can create more effective learning environments and promote better student learning outcomes.

### **C. Recommendations from the Baselines**

Several conclusions can be drawn based on the Early Grade Reading Assessment (EGRA) findings conducted in Liberia and Sierra Leone. First, there is a notable literacy proficiency gap between

the sampled schools from the two countries. Liberian students demonstrate more vital foundational literacy skills than their peers in Sierra Leone, particularly in grade two. However, the gap narrows as the students advance to higher grades. Second, both countries have significant reading and comprehension skills challenges, with many students needing help accomplishing the various assessment sub-tasks. Third, the letter naming sub-task showed the brightest spots, with many students able to correctly identify all the letters in the alphabet by grade two. Finally, improving teacher training and creating a conducive learning environment could positively impact literacy outcomes. Observations of teacher and educator classrooms provided evidence of gaps in the understanding and practice of a range of literacy and pedagogy skills, approaches, or methods. Furthermore, researchers found ample evidence that at least 40% of educator classes in Sierra Leone and more than 50% in Liberia did not observe gender-responsive classroom practices.

Based on these conclusions, the baseline proffered the following recommendations:

1. **Focus on phonemic awareness and sight word skills:** Given the low scores in reading and comprehension sub-tasks, it is crucial to provide greater focus on phonemic awareness, onset, rhyme, blending, and sight word skills at the foundational level. These skills are essential for developing strong literacy skills in students.
2. **Improve teacher training:** The findings suggest a need for more significant investment in teacher training. This investment should equip teachers with the skills and knowledge they need to improve student literacy outcomes.
3. **Foster a conducive teaching environment:** A conducive learning environment is essential for student success. This includes creating safe and comfortable classrooms, providing appropriate resources, and promoting positive relationships between teachers and students.
4. **Encourage gender-responsive pedagogy:** The report highlights the need for gender parity in teaching and learning outcomes. Encouraging teachers to be more gender-responsive by following progressive pedagogy that promotes equal participation of boys and girls could help to address this issue. There is also a need to provide both teachers and educators with gender-related training.
5. **Steps to support the teacher training institutions,** student teachers and educators to address the high levels of gender bias, injustice and violence reported, especially in Sierra Leone, should be pursued.
6. **Monitor progress:** Finally, it is essential to monitor progress to ensure that interventions are effective. Regular assessments beyond the baseline and endline help identify improvement areas and track progress over time, which can inform future interventions.

## **2. TRAINING OF TEACHER EDUCATORS OF THE TTI**

### **I. Introduction**

The Teacher Educators Co-Construction Training Workshop was held from August 28th to September 1st, 2023. The workshop aimed to empower 75 Teacher Educators with increased knowledge of Active Learner-centred and Gender Responsive teaching strategies from four Teacher Training Institutions in using literacy skills, learner-centred pedagogies, differentiated teaching, Community of Practice (CoP) activities, lesson planning, and management in building the theoretical and practicum competence and performance of student-teachers. The workshop covered literacy skills, gender concepts, differentiated teaching, active learning, lesson planning, and community practice activities.

The implementing team, CODE, and TALLE-RSL supervised, mentored, and gave professional guidance on how the training was conducted. The workshop facilitators effectively used learner-centred, inclusive, and Gender-Responsive Pedagogy (GRP) strategies and methods in conducting the training. The Teacher Educators confirmed that the classroom strategies/methods they have learned would transform classroom teaching efficiency. To make our intervention more proactive, hinged objectives that guided the training are outlined below:

- Adapted and infused cooperative learning strategies/methods in the lecture halls
- Use classroom strategies/methods that cater for all Teacher educators' participation
- Provided content and meaning practice on literacy and learning to read and write
- Improve Teacher Educators' (TE) skills using Gender Responsive and Differentiated Pedagogies.
- Guided TE in developing guidelines and procedures for conducting practicum and the community of practice activities.
- Lead TE to practice and facilitate Community of Practice in their TTIs.
- Increased active learning gender-responsive quality teaching strategies by pre-and in-service teachers for school literacy instruction.
- Increased ability of teacher educators to mentor pre-service teachers in using active learning and gender-responsive teaching strategies during practicum.

### **Attendance of Teacher Educator and the TLFC Project Team**

The participants that attended the Teacher Educators Training constituted Teacher Educators, Network Leaders, TALLE-RSL and CODE supervisory teams. The attendance of workshop supervisors could be further disaggregated within the context of gender, as shown in the table below.

**Table 2 shows the staff and supervisors.**

Label	Gender		Total
	Female	Male	
TALLE-RSL	2	5	7
CODE	4	3	7
CONSULTANT	1	0	1
MBSSE	0	1	1
TSC	0	1	1
SUPPORT STAFF	0	1	1
<b>Total</b>	<b>7</b>	<b>10</b>	<b>17</b>

The details in the table above show an impressive mixed-bag attendance of seven females and ten males, totalling seventeen attendees. These included MBSSE and TSC, our boundary partners and TLFC project stakeholders: CODE and TALLE-RSL. Overall, some boundary partners and project stakeholders participated intermittently, but their attendance was worthy in promoting meaningful collaboration in the implementation of project activities.

However, the supervisors' success was hinged on the teacher educators' attendance and participation in accepting the workshop's objectives. The teacher educators' regular attendance and rapt participation demonstrated their professional commitment to acknowledging the relevance of the co-construction workshop in optimising competence and performance in their preservice delivery. The status of their attendance is further attested in the table below:

**Table 3 shows Teacher Educators by institution.**

SN	Institution	Gender		Total
		Female	Male	
1	Freetown Polytechnic	7	8	15
2	Eastern Technical University	7	13	20
3	Njala University Bo Campus	4	16	20
4	EBKUST	3	17	20
Total		<b>21</b>	<b>54</b>	<b>75</b>

The details in the table above show a hundred per cent (100%) attendance of teacher educators with an irregular balance of gender representation. It is evident that Freetown Polytechnic and Eastern Technical University had the highest number of females, and EBKUST had the lowest. This can be further represented in a figure as shown below:



Figure 2: Representation of the Gender Disaggregation of Teacher Educators

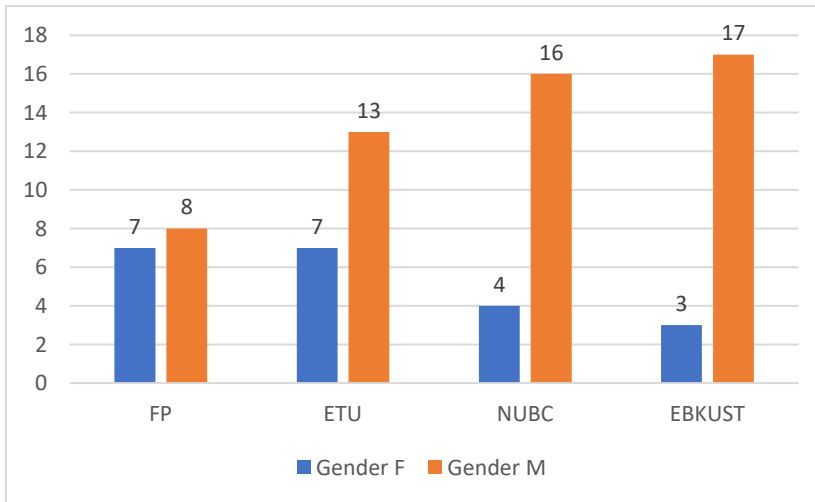


Figure 2 is a representation of the gender disaggregation of the four TTIs.

It indicates 28% representation of the female cohort of teacher educators, while 72% represented the males. This suggests that the gender imbalance in the TTIs is alarming.

## II. Training Workshop Activities

- a. **Pre-planning session meetings:** The TFLC implementing team conducted a verification and validation session to confirm the true identities of teacher educators who were to attend the workshop. Each TTI cooperated in completing the process. Names of Teacher Educators, pre-service students and names of the forty practicum schools were reviewed and confirmed.

The pre-planning sessions were held daily, and the workshop team used this context to prepare well for conducting the facilitation process jointly and coordinatively. The facilitation team worked on perusing and adapting the training manual's contents to meet the participants' professional needs. The contents of the training manual were adapted to meet daily facilitation of sessions. Sessions were interlaced with showing, modelling, debriefing, group work, demonstration, and games. This model created the conducive contexts for the facilitation to be lucid and participation centred.

- b. **Workshop Opening Session:** This unveils the commencement of the workshop. It provided the context for boundary partners, education stakeholders and project stakeholders in the likes of Hon. Emily K. Gogra-the Deputy Minister of MBSSE, Madam Sybil Bailor-CODE Country Representative, Julie-Education and Gender Officer Of CODE, Dr Joseph Mbavai-Head-Department of Education, Njala University made statements hinging on the following:

- Working with education stakeholders to influence decision-makers to have the TLFC contents be part of the curriculum, training Teacher Educators to improve on the teaching of GRP, inclusive and active learning, differentiated teaching, and lastly, the research component of the project.
- The MBSSE Minister noted that the government is committed to supporting partners in the drive to promote the quality of education in Sierra Leone. I made a strong call on teacher educators to imbibe upholding the writing/developing of

lesson plans/notes, to model lesson sessions, and to encourage preservice teachers to practice the professional art of writing lesson plans used in conducting meaningful classroom instruction.

- Julie noted that for CODE, context matters, and the practices or models Teacher Educators use in the classroom have a long way to impact the education system in Sierra Leone. She noted that partners come and go, so what adaptive skills would teacher educators use to move the professional careers of student teachers in doing their best to promote teaching for learning among primary school pupils?
- Haj and Julie presented and discussed a PowerPoint with Teacher Educators on the objectives of the TLFC project, the relevance of teaching literacy skills, gender-responsive pedagogies, practicum and community of practice activities.

- c. **Matching Activity:** This was conducted as a gender plenary session to help Teacher Educators comprehend the meanings of definitions of basic terms related to gender conceptions. It was a fantastic activity that involved seven (7) large groups of Teacher Educators moving around the hall to match Gender concepts with their definitions. It has the characteristics of allowing participants to read and make a unanimous decision confirming the match. It was an activity that was adequate for managing a large class. It was learned that using such activity in classroom instruction creates a conducive context for teachers and teacher educators to cover a broader content knowledge area quickly.
- d. **Jigsaw Activity:** The facilitators used this activity to help TEs participate actively in learning about and comprehending workshop content areas: the six literacy building blocks – Print Concepts, phonological Awareness, Alphabet Knowledge, Word Reading/Vocabulary Development, Comprehension and Writing skills. It involved TEs conducting themselves in groups in interactive sessions, learning in a well-coordinated context that promotes effective participation and comprehension. The jigsaw activity promoted cooperative learning and catered for every participant to participate in discussion during home groups, taking notes, teaching others during expert groupings and presenting findings to the whole class. This stimulates the interest and curiosity of Teacher Educators to commit themselves to working together to pursue the workshop's objectives.
- e. **Debriefing Session:** This was a retelling strategy/activity used in facilitation and post-facilitation sessions. Facilitators used such a strategy on the completion of modelling to retell how the modelling/demonstration session went. It was effective because it evaluated modelling and demonstration sessions and gave insight and confidence to TEs to mimic the strengths of presentation in planning and practising their lessons in groups and plenary sessions. The debriefing activity was conducted at the end of daily workshop sessions. This created the context for facilitators and supervisors to discuss the successes and challenges of what was taught during the workshop flow. It also prepared the contents and focus of subsequent facilitation. Debriefing sessions further set the stage for interactive

interrogation: It asked how you saw it. Is this applicable in classroom instructions (TTIs)? How can we make it as action points? These questions sparked discussions among Teacher Educators and concluded sessions with action points for practice.

- f. **Anticipation Guide Activity:** Using this activity helped TEs think about the topics covered. Through this activity, TEs saw what interested them, and this urged their curiosity toward more understanding of the topics. Facilitators used it at the beginning and the end of the modelling of classroom instruction. The anticipation guide was used to study the stages of learning to read and write and content knowledge. During the activity, Facilitators



Figure 3. Teacher educators worked together in the TOT workshop.

asked questions to explore the thoughts of TEs to respond to issues or topics under discussion, clarifications, and conclusions. It is a strategy that provokes the participants to think critically about what was

expected to happen and revert to confirm what was projected. Responses to questions identified strategies/methods Teacher Educators should employ in conducting their lecture sessions. The student-centred strategy could be used in working with small and large classrooms. It promotes comprehension and critical thinking.

- g. **Make and Take:** This focused on working with TEs to prepare teaching and learning materials to support their modelling and classroom instruction in their TTIs. This activity was factored in to lubricate Teacher educators' preparedness before their lecture sessions. TEs were encouraged to make their materials and comprehend how to use them for the academic well-being of their student-teachers. TEs were prompted to ensure that their lecture rooms are print-rich environments and to make the learning environment conducive and concrete for pupils' learning. These teaching-learning materials the TEs prepared included an alphabet Strip, alphabet cards, an Alphabet chart, a Phonogram book, a Word Wall, My ABC Book, a Sentence strip, a Sound Board, and a Sight words list.
- h. **Pre- and post-session Meetings:** These were essential in conducting professional engagements with the facilitation and supervisory teams to discuss vital issues that influenced the outcomes of each workshop day. The pre-session meetings were relevant because they fostered organised preparations that boosted the quality delivery of the

facilitation processes. The post-session meetings created the context for the evaluation of the activities of each day. They accelerated the strengths of supervisors and facilitators to identify areas that worked well and those that needed extra effort. Such activities encouraged and empowered the facilitation and supervisory teams to conduct the training sessions as planned.

- i. **Mapping Pathway Discussion:** This activity closed each day's activities. It allows Teacher Educators to reflect on what they learned and the methods/strategies they have used to teach pre-service students. The point of comparison led them to acknowledge the inclusion of the TLFC activities into their pre-service classroom instruction and management. Action points noted included Infusing the TLFC classroom strategies/methods in their lesson delivery, practising the GRP, inclusive and differentiated teaching methods, preparing lesson plans with appropriate teaching and learning materials, conducting TLC meetings monthly, conducting school visits to all the TLFC practicum schools, and update or report to their college administrations on how to actualise action points.

### **III. Discussion Points-Teacher Educators**

This component created the platform for facilitators to engage Teacher Educators in conducting interactive submissions, including interrogations and prompts for clarity during CoP and Closure sessions. The following were some of the issues raised:

- How do we ensure meaningful implementation of the TLFC intervention at the TTIs? TALLE-RSL, in collaboration with CODE and all other boundary partners, should embark on effective monitoring of the implementation of the TLFC Activities in the TTIs and TLFC schools during practicum activities. Each stakeholder plays a role in ensuring the methods/strategies are implemented in all the TTIs.
- What is to be done to ensure that pre-and in-service teachers create a change in practising the GRP methods/strategies? The overall answer to the many questions is for practicum teachers and Teacher educators to embrace the culture of Community of Practice (CoP) to create a conducive context for professional discussion of the successes and challenges that unfold in conducting their work.
- What foundational components should drive the Action Plan for CoP development and sustainability, and how should the CoP focus their intention? Lecturers from each TTI should decide on a plan of action to work on upon their return, primarily those actions that can be worked on immediately.
- How will the COP activities for the TLFC be carried out in our Institutions? Teacher Educators noted that they should be taken as individuals so that each could have independent and related roles in conducting CoP. They concluded that it would be more

responsible and accountable to TALLE-RSL/CODE to implement project activities at the TTI levels.

- How do we ensure the appropriate content and Teacher strategies are included for ongoing learning and capacity building of pre-service teachers, mentors/host teachers and teacher educators? Deputy Minister 1 of MBSSE concluded that Teacher Educators should develop a unified Classroom Observation Tool. Preparing lesson plans indicating the three levels of lesson planning. Strategies/methods must be learner-centred, interactive, and inclusive. This would remove the ‘teacher knows it syndrome’.

#### **IV. Key Highlights of the Workshop**

The outcome of the Teacher Educator’s Training was very successful. Ninety-two (92) persons participated in the Teacher Educators Training. These included the following:

- 75 Teacher Educators from the four TTIs- FP, ETU, EBKUST and NUBC. This is disaggregated: 54 males, constituting 72%, and 21 females, with 28%.
- 17 TALLE-RSL/CODE staff and support staff attended the training. This constituted seven females and ten males.
- Conclusions were met to review the classroom observation rubric to have a harmonised one for all the institutions to be used during pre-service students' practicum activities.
- Teacher Educators resolved to adapt content knowledge and infuse the TLFC strategies/methods during lecture sessions.
- Teacher Educators agreed to hold TLC meetings at TTI levels. This will be followed up by project staff (Network Leaders and supervisory team).
- TLFC content knowledge and the applicability of teaching strategies/methods at all levels of education were recommended.
- Teacher Educators will conduct TLC meetings on their TTI campuses.
- Teacher educators will review the TALLE-RSL/CODE classroom rubric to align with theirs for practicum purposes.
- Hold meetings with the university administrations to give updates on the workshop outcomes to actualise actions taken for implementation.
- TEs will infuse TLFC content knowledge strategies/methods during their lecture sessions with pre-service students.
- TALLE-RSL and CODE stakeholders will continue the advocacy with other boundary partners- MSSE/MTHE, TSC, TEC and NCTVA, including the DVCs and Principals of the TTIs through engagement meetings.
- TTIs have a harmonised timeline for the conduct of the practicum activities.
- TTIs Reinforce practical teaching through micro-teaching activities.
- Effective supervision of pre-service students on teaching practice and other project activities.

## **V. Challenges**

- Time management. Time was very short to cover the contents
- Inadequate supplementary readers for participants to use in practising the new strategies
- Time allocated for conducting Gender responsive sessions was insufficient to complete the introduction of basic concepts and classroom instruction.
- Congested activities on the facilitation guide. This made it difficult for time to be managed well
- Inappropriate sitting accommodation due to the use of benches and long tables.
- Strategies/methods implementation challenges in large classes include reading fluency.

## **VI. Actions To Overcome the Challenges**

- To overcome time management challenges, we must ensure co-facilitation in each classroom for subsequent training. This will reduce the burden on one facilitator.
- Ensure that Teacher Educators' Training is conducted in a neutral venue with a conducive sitting accommodation
- Increase the number of days to complete the contents of the training as required and contained in the PMF.
- Ensure every participant has a supplementary reader or resource material to facilitate effective learning and participation

## **VII. Successes and Outcomes**

- Workshop objectives were achieved.
- Training materials were available and adequate.
- Sessions were interactive, so every participant had the opportunity to contribute.
- Effective monitoring of activities done by the training team
- < UNK> Various teaching strategies/methods learned were well explained, adopted, and practised effectively.
- All selected participants from the four TTIs –FP, ETU, EBKUST, and NUCB attended the training with 100% attendance.
- Excellent facilitation- facilitators were experts on literacy and gender issues relevant to student-teachers.
- Appropriate training materials
- Developed many teaching and learning materials such as alphabet strips, phonogram books, word walls, letter cards, my ABC book, and mixed alphabet charts.
- Songs and games- alpha sized, alpha raced, alphabet walk. Songs include: I can spell, alphabet songs, who got a name that sounds like this.
- Gender equality in the classroom was ensured.

## VIII. Recommendations

- Follow-up with TTIs should be done to ensure that the classroom observation rubric is reviewed, verified, and confirmed with teacher educators, partners, and education decision-makers.
- Regular updates will help the team have accurate and updated information on teacher educators through the regular visits of Network Leaders. This is to confirm the implementation of – adopt, practice and infuse the TLFC Teaching strategies/methods during lecture sessions and ensure TLC Meetings are conducted.
- Provision of the necessary materials for the conduct of the TLC meetings at TTI levels- attendance, reporting template and format, pens and other learning materials.
- Ensure that TEs prepare lesson plans and teaching and learning materials before classroom instruction- Ensure that alphabet strips, alphabet cards, word walls, and other charts are available and used.
- Ensure that the Teacher Educators’ training is cascaded to the other lecturers not included in the selection process for the trained cohort of Teacher Educators at the TTIs.
- Project activities should be costed considering challenges and PMF expectation-meaningful outcomes, not just activity as usual.

**Table 4. TLFC PRE AND POST-TEST SCORES FOR TEACHER EDUCATORS**

SN	NAME	GEN	TTI	EXPE	DISTRICT	Pre-test	% Score	Post-Test	% Score	Grade
1	Daniel Fullah	Male	EBKUST	25	Port Loko	10	66.7	13	87	A+
2	Michael S. Bengu	Male	EBKUST	21	Port Loko	10	66.7	10	67	B
3	Michael M. Kamara	Male	EBKUST	30	Port Loko	7	46.7	12	80	A+
4	Francis F. Gibateh	Male	EBKUST	24	Port Loko	10	66.7	13	87	A+
5	Fahulay Marah	Male	EBKUST	22	Port Loko	11	73.3	13	87	A+
6	Jestina Jeneba Bewie	Female	EBKUST	25	Port Loko	8	53.3	11	73.3	A
7	Charles S.A Konteh	Male	EBKUST	19	Port Loko	9	60.0	14	93	Golden A+
8	Briama Nat-Kanu	Male	EBKUST	30	Port Loko	6	40.0	11	73	A
9	Morla F Kargbo	Male	EBKUST	13	Port Loko	8	53.3	13	87	A+
10	Amadu W. J Sesay	Male	EBKUST	28	Port Loko	11	73.3	14	93	Golden A+
11	Alhassan I. S Kamara	Male	EBKUST	41	Port Loko	5	33.3	14	93	Golden A+
12	Osman Kamara	Male	EBKUST	29	Port Loko	12	80.0	10	67	B
13	Marion M Jigba	Female	EBKUST	14	Port Loko	5	33.3	13	86.7	A+
14	Osman Kargbo	Male	EBKUST	25	Port Loko	9	60.0	15	100	Golden A+
15	Momoh Kamara	Male	EBKUST	19	Port Loko	13	86.7	15	100	Golden A+
16	Alusine Kamara	Male	EBKUST	24	Port Loko	13	86.7	12	80	A+
17	Augustine M Turay	Male	EBKUST	16	Port Loko	10	66.7	12	80	A+
18	Osman Sesay	Male	EBKUST	14	Port Loko	8	53.3	14	93	Golden A+

19	Susan Amie Conteh	Female	EBKUST	26	Port Loko	12	80.0	12	80.0	A+
20	Andrew Turay	Male	EBKUST	18	Port Loko	6	40.0	13	87	A+
21	Florence W. Bawion	Female	ETU	23	Kenema	10	66.7	11	73.3	A
22	Stella B. Fortune	Female	ETU	32	Kenema	13	86.7	12	80.0	A+
23	Martha F. Mansaray	Female	ETU	27	Kenema	9	60.0	11	73.3	A
24	Joe Diaow	Male	ETU	16	Kenema	11	73.3	12	80	A+
25	Albert Williams	Male	ETU	5	Kenema	10	66.7	10	67	B
26	Alhaji Sheku Kamara	Male	ETU	31	Kenema	11	73.3	12	80	A+
27	Mohamed Alpha	Male	ETU	31	Kenema	7	46.7	12	80	A+
28	Anthony Kamara	Male	ETU	22	kenema	8	53.3	10	67	B
29	Joesph Kaintibie	Male	ETU	14	kenema	9	60.0	10	67	B
30	Milicent Brima	Female	ETU	19	enema	11	73.3	13	86.7	A+
31	Sahr Babonjo	Male	ETU	20	Kenema	8	53.3	13	87	A+
32	Mohamed A. Beretay	Male	ETU	23	Kenema	8	53.3	14	93	Golden A+
33	Margaret A/K Suwu	Female	ETU	11	Kenema	11	73.3	11	73.3	A
34	Gina M. Amara	Male	ETU	37	Kenema	13	86.7	12	80	A+
35	Theresa M. Allie	Female	ETU	19	Kenema	10	66.7	14	93.3	Golden A+
36	Michael Braima	Male	ETU	12	Kenema	11	73.3	12	80	A+
37	Michael Jusu	Male	ETU	16	Kenema	6	40.0	10	67	B
38	Stephen K. Momoh	Male	ETU	40	Kenema	9	60.0	11	73	A
39	Comfort Brima	Female	ETU	30	Kenema	7	46.7	13	86.7	A+
40	Edward M Mustapha	Male	ETU	15	Kenema	12	80.0	15	100	Golden A+
41	Lansana F. Mansaray	Male	FP	20	WR	9	60.0	10	67	B
42	Melrose J. Leigh	Female	FP	39	WR	12	80.0	11	73.3	A
43	Mohamed Conteh	Male	FP	11	WR	10	66.7	10	67	B
44	Mohamed Shaw	Male	FP	29	WR	12	80.0	13	87	A+
45	Sallaymatu G. M Conteh	Female	FP	21	WR	9	60.0	14	93.3	Golden A+
46	Sallieu I. Kalorko	Male	FP	21	WR	11	73.3	12	80	A+
47	Abdul K. Kanu	Male	FP	23	WR	11	73.3	12	80	A+
48	Rev. Rosemarie Nboma-Sowa	Female	FP	28	WR	8	53.3	14	93.3	Golden A+
49	Fatmata Fullah	Female	FP	16	WR	12	80.0	13	86.7	A+
50	Alhassan Bernard Turay	Male	FP	20	WR	11	73.3	15	100	Golden A+
51	Annette N, Tucker	Female	FP	20	WR	9	60.0	13	86.7	A+
52	Hawa R.M Alpha	Female	FP	20	WR	8	53.3	11	73.3	A
53	Esther Massah Cooper	Female	FP	24	WR	11	73.3	13	86.7	A+
54	Daniel P.R Fornah	Male	FP	23	WR	11	73.3	14	93	Golden A+
55	Idrissa Turay	Male	FP	17	WR	10	66.7	14	93	Golden A+
56	James B.W Daramy	Male	Njala	37	BO	7	46.7	10	67	B
57	James Kenei Lansana	Male	Njala	20	BO	5	33.3	12	80	A+
58	Madiana Mensah Gborie	Female	Njala	9	BO	10	66.7	11	73.3	A



59	Tom Gbou Lahai	Male	Njala	37	BO	10	66.7	13	87	A+
60	Vandi S. Kanneh	Male	Njala	2	BO	13	86.7	12	80	A+
61	Philp F. Thulla	Male	Njala	30	Bo	9	60.0	13	87	A+
62	Joseph J. Mbavai	Male	Njala		BO	11	73.3	15	100	Golden A+
63	Josephine E. Juana	Female	Njala	36	Bo	10	66.7	11	73.3	A
64	Aruna Kamanda-sesay	Male	Njala	15	Bo	11	73.3	14	93	Golden A+
65	Josephus Lebbie	Male	Njala	20	Bo	11	73.3	13	87	A+
66	Rebecca Sombo Luseni	Female	Njala	7	Bo	7	46.7	14	93.3	Golden A+
67	Nathan Jaba	Male	Njala	22	BO	6	40.0	13	87	A+
68	Dauda Fortune	Male	Njala	27	BO	7	46.7	13	87	A+
69	Tony Patrick George	Male	Njala	10	BO	8	53.3	13	87	A+
70	John A. Lissa	Male	Njala	15	Bo	11	73.3	12	80	A+
71	Sylvanus James Boima	Male	Njala	18	Bo	7	46.7	8	53	C
72	Charles Adu Williams	Male	Njala	17	Bo	6	40.0	11	73	A
73	James P. Amadu	Male	Njala	22	Bo	6	40.0	12	80	A+
74	Yeawah E.Minah	Female	Njala	40	Bo	12	80.0	13	86.7	A+
75	Claude A. Dimoh	Male	Njala	18	BO	12	80.0	12	80	A+

The details in the table above present a comprehensive overview of the performance of the teacher educators before and after attending the teacher educators' workshop. It provides a detailed breakdown of the total marks scored by each teacher educator in the pre-test taken at the beginning of the workshop and the post-test score obtained at the end. Moreover, it displays the percentage of marks obtained by each teacher educator in both the pre-and post-tests. The table also includes the difference between the pre and post-test scores, providing a clear insight into the progress made by each teacher during the workshop.

This detailed information presented in the table is highly beneficial for analysing the workshop's effectiveness and identifying areas for further improvement. It further explains the grade of each teacher educator as per their score in the following table below, which helps in understanding the level of proficiency attained by each TTI.

Overall, the table shows the impact of the workshop and the effectiveness of the teaching strategies used during the workshop. It provides valuable insight into the strengths and weaknesses of each teacher educator, which can be used to create targeted training and development plans. The data presented in the table can also be used to evaluate the workshop's effectiveness, identify areas for improvement, and develop strategies to enhance the quality of future workshops.

Table 5. shows the level of proficiency attained by TTIs.

Standard		# of participants	Freetown Polytechnic	Eastern Technical University	Njala University	EBKUST University
<40	<b>F</b>	0	0	0	0	0
>=40	<b>D</b>	0	0	0	0	0
>=50	<b>C</b>	1	0	0	1	0
>=60	<b>B</b>	9	2	4	1	2
>=70	<b>A</b>	11	2	4	3	2
>=80	<b>A+</b>	37	6	9	12	10
>=90	<b>Golden A+</b>	17	5	3	3	6
<b>Total</b>		75	15	20	20	20

The table above presents data that indicates how effective the facilitators were in improving teacher educators' proficiency levels in utilising the workshop's training components. The comprehensive breakdown of the proficiency levels achieved by each Teacher Training Institution in both the pre- and post-assessment stages shows that EBKUST emerged as the top performer, followed closely by Freetown Polytechnic. At the same time, Njala University and Eastern Technical University took the third and fourth positions, respectively.

Upon further analysis of the data, it is revealed that all the teacher educators who underwent the pre- and post-test evaluation made significant progress, with an impressive 95% increase in their proficiency levels. This indicates that the teacher-educator training effectively increased the knowledge of AL and GR teaching strategies, improved the competence and performance of the teacher educators in classroom instruction, and supported student teachers during school-based activities.

In conclusion, the table provides a detailed report on the proficiency levels achieved by the four Teacher Training Institutions, accompanied by an in-depth breakdown of the progress made by individual teachers. The workshop positively impacted the proficiency levels of the teacher educators, ultimately improving the quality of education provided to student teachers.

### 3. IN-SERVICE HOST TEACHERS TRAINING

#### I. Introduction

The host teachers' workshop training was conducted in the 4 TTI campuses from 23rd to 24th September 2023. The training was conducted to build the competence and performance of host teachers on using basic content learning approaches relating to gender-responsive, differentiated teaching, active and student-centred learning, a community of practice, lesson planning, and literacy skills. The training focused on empowering host teachers to adapt or adopt methods taught in the TLFC project, such as classroom management practice, writing lesson plans to teach specific

components, working in groups to demonstrate community of practice (CoP), classroom instruction, and observation.

The host-teachers workshop constituted 280 teachers and head teachers trained to prepare them to host the practicum students-teachers from the Teacher Training Institutions (TTIs). The training focused on upgrading the competence and performance of host teachers in literacy skills (phonemic awareness, alphabet knowledge, reading, writing, and comprehension skills), practicum activities, gender-responsive pedagogies (GRP) and lesson planning. The thrust and essence of these two activities is to situate the TLFC project intervention to make the practicum activities conducted at the TTI levels more effective and meaningful to the student-teachers- the would-be professional teachers of Sierra Leone. These activities are discussed further to unveil how they were successfully conducted. The was guided by objectives which included the following:

- To train host teachers on TLFC contents and practice to support their improvement in classroom instructions.
- Capacitated host teachers on how to guide pre-service students during practicum activities.
- To support teachers with improved knowledge in writing lesson plans to teach foundational and upper-grade literacy skills in classes 1-6.
- Train teachers on using gender-responsive teaching, active learning, and child-centred and cooperative learning methods to ensure pupils' effective participation in lesson delivery.
- Guide teachers in developing guidelines and procedures for the community of practice and practicum activities.
- Develop guidelines and procedures for conducting CoP practicum activities.
- Teacher learning circle meetings in their schools and during teaching practice.

**Workshop Participants:** The participants who attended the workshop comprised Twelve (12) facilitators, constituting 8 teacher educators and four network leaders. The training was done in four sites supported by the four TTIs (ETU, Njala, FP and EBKUST). Each of the four sites constituted seventy (70) teachers, totaling two hundred-eight teachers (280) from 40 schools. The number of attendees is further represented in Table 2 below:

**Table 1- Number of Workshop Participants**

No	TTIs/Project Districts	Host teachers' attendance		
		Gender		Total
		Male	Female	
1	EBKUST Port Loko	31	39	70
2	Njala University-BO	23	47	70
3	Eastern Technical University	32	38	70
4	Freetown Polytechnic	40	30	70
<b>Total</b>		<b>126</b>	<b>154</b>	<b>280</b>

The table indicates that 280 teachers participated in the host teachers' training workshop. Details show that 126 female and 154 male teachers participated in the host teachers' training. The number of participants shows no gender parity among attendees, as there were more males (154) than females (126). Aside from the host teachers, the number of facilitators and supervisors who participated in the training is shown in Table 3 below:

**Table 2- Project Stakeholders that Attended the Workshop per Gender**

SN	Title	Sex		
		Female	Male	Total
1	TALLE-RSL Supervision Team	3	5	8
2	CODE	2	3	5
3	WeCare-Liberia	0	1	1
4	Facilitators	3	5	8
5	TTIs	3	5	8
6	Education stakeholders	0	9	9
<b>Total</b>		<b>11</b>	<b>28</b>	<b>39</b>

Details from the table above show the different categories of stakeholders who facilitated, monitored, and supervised the training, including project leads, facilitators TTI leads, and education stakeholders who participated in the host teacher training conducted in four training sites: Kenema (ETU), Bo (Njala), Port Loko (EBKUST) and Western Rural (FP).

The TLFC-TALLE-RSL management team conducted a one-day orientation and planning session for the facilitation team on the contents of the training manual and agenda of the host teachers' training workshop. The host teachers' training manual was abridged to ensure that only crucial components were covered in the training. A detailed facilitation guide was also designed to create a conducive and organised context that helped the training team facilitate the workshop successfully. This design empowered the competence and performance of the facilitators to conduct the training successfully.

**II. Workshop Activities: The main activities of the training session are constituted the following:**

- **Planning and Discussion Session:** The Facilitation team conducted preparation and discussion meeting sessions for the eight teacher educators and the TLFC-TALLE-RSL supervisory team at the TALLE-RSL Office. The TLFC team worked with the facilitators to discuss the facilitation agenda topics on the manual and put all preparations in place for the workshop. The purpose of this session was to help facilitators create connections and unite in planning how to work with trainees in conducting the training successfully.
- **Workshop Opening Sessions:** The training was conducted jointly in the four (4) project districts of the Teacher Training Institutions: Eastern Technical University (ETU)-Kenema,

Earnest Bai Koroma University of Science and Technology (EBKUST)-Port Loko, Freetown Polytechnic -Western Rural and Njala University Bo Campus (NUBC). The boundary partners in each training site, including MBSSE, TSC, and TTI administrators, participated in the opening sessions. The education stakeholders made motivating statements focusing on affirming the relevance of the training. They urged host teachers to embrace the learning opportunity of the TLFC project to strengthen practicum activities and improve classroom practices.

- **Debriefing Session:** This was used to create a context for participants to discuss how sessions were conducted successfully. Facilitators worked with trainees to discuss the contents and strategies in the modelled/demonstrated sessions. It helped the host teachers to relate what they had learnt and confirm how that could be applied in classroom instructions.
- **Make and Take:** The relevance of this activity during the teacher educators' co-construction training created the context for cascading it to the host teachers' workshop. This workshop allowed host teachers to make teaching and learning materials to support their lesson delivery during classroom instruction. The activity focused on host teachers of the forty TLFC schools to create and learn how teaching materials support meaningful teaching-learning lesson delivery sessions. Facilitators worked with host teachers to make and use the following materials: alphabet strips, alphabet cards and alphabet charts.
- **Discussion on Practicum Activities and Lesson Planning:** The facilitators worked with the trainees to discuss how the contents, practical activities, and lesson planning were relevant in ensuring host teachers comprehend and use their roles and responsibilities to support the successful conduct of practicum activities. Teachers discussed the importance of practicum activities and lesson planning. They identified the activities involved in conducting practicum in host schools. This confirms the relevance of Teacher Training Institutions' role in preparing pre-service students for teaching in real classroom contexts through "the practicum" impacts the competence and performance of pre-service teachers in empowering their professional skills and perception about the promotion of meaningful teaching and learning in conducting classroom instruction among boys and girls at the primary school levels.
- **Plenary Sessions-** The sessions were conducted as conclusion activities to identify and discuss vital issues relating to conducting a successful practicum activity at the TTI and host schools. The critical issues addressed during these sessions were centred on preparing Pre-service students at the TTIs and how practicum was conducted at the teacher education level. The discussion on the preparation of pre-service students at the TTIs hinged on how pre-service students can best be prepared to become effective classroom practitioners. The practicum experiences among pre-service teachers were identified as the most essential part of teacher education. This is because practicum is the site where student teachers are assigned to practice

the art of teaching in a real school context. This empowers the student teachers to adapt to the school's requirements in working with host teachers in conducting actual classroom practices that build their professional competence and performance.

- Classroom facilitation Session: The TLFC implementing team assigned two facilitators to conduct the host teachers' training in each of the four training sites. The 2-day facilitation process was designed into sessions and activities. Day One Session commenced with opening activities, which involved opening statements made by TFLC stakeholders and boundary partners: CODE SL, WeCare, MBSSE, TSC, Local Council, Leads of the TTIs and TALLE-RSL. The facilitators moved on to conduct the session by encouraging the host teachers to discuss the following prompts in groups:
  - a. How do we support the continuous professional development of teachers in Sierra Leone?
  - b. What resources are available for the educational transformative process of primary school pupils in Sierra Leone?
  - c. How do host teachers and head teachers support student-teachers during practicum/teaching practice activities in Sierra Leone?
  - d. What factors impede children's literacy skills, teaching and learning?

Teachers further discussed essential workshop contents: TLFC baseline assessment, literacy skills, learning to read, methods for supporting struggling readers and writers, pupils' and teachers' centred strategies, practicum activities, and lesson planning. Facilitators used team-building activities, cooperative learning strategies, discussion, and group work to conduct the workshop sessions successfully.

The closing activity on day one covered a discussion on practicum activities. The Facilitators worked with the teachers to work in groups to respond to the following prompts:

- a. How were you trained as a professional teacher during your studies at Teacher Training Institution (TTI)?
- b. Were the subjects you studied and the textbooks you use at the TTI related to the ones you teach now?
- c. How were you prepared to do your teaching practice or practicum successfully?
- d. State the professional activities you did during your practicum activities in college.
- e. How have you been hosting/supporting practicum student teachers in your school?

The outcomes of the group discussions and individual submissions on the prompts above were rational and assertive. This confirmed that much effort is needed to achieve a high-quality preservice-student practicum program at the teacher education faculties of the Teacher Training Institutions in Sierra Leone.

**Day Two** Sessions cover content knowledge on gender, classroom assessment, Community of practice and classroom management. The facilitators worked with the trainees to do a carousel activity to discuss the following prompts:

- i. How do we support the inclusion of gender-responsive teaching in classroom instruction in primary school?
- ii. What is the status of implementing Gender policy in Sierra Leone?
- iii. State the benefits of gender-responsive teaching and learning in primary school.
- iv. How do teachers and parents promote gender-responsive teaching in primary school?
- v. What factors impede pupils' effective participation in gender-responsive primary school teaching?

The discussions of the prompts above were participatory, and the outcomes confirmed the readiness of the host teachers to use gender-responsive methods effectively in conducting inclusive classroom lesson delivery among girls and boys.

Facilitators further worked with the host teachers to discuss the relevance of conducting classroom



*Figure 1. Host Teacher In-service training group work.*

assessments and the use of appropriate methods to assess literacy skills. Teachers conducted a series of role plays to demonstrate how literacy assessment impacts teaching and learning in classroom instruction. The session ended with a discussion on classroom management. Teachers worked in groups to outline the effective practices they use in their classroom instruction.

- **Community of Practice Sessions:** The focus of this activity was to support teachers in demonstrating collaborative,

practical skills in conducting CoP activities. The session also empowered host teachers to comprehend the relevance and operations of CoP in supporting pre-service students. Host teachers were guided on monitoring and supporting teachers during TLC and cluster meetings. Apart from discussing the theoretical components of CoP, closing sessions were held in the context of CoP for teachers to discuss successes, challenges and actions taken during the two training days. These sessions were held to role-play and demonstrate how CoP sessions and activities are conducted in practice. The sessions laid a strong foundation for initiating CoP activities in TLFC host schools.

### **III. Key Highlights from the Two Activities**

Three Hundred and Ninety-Seven (397) people participated in the school visitation and host teachers' in-service training activities. These included the following:

- 280 host teachers participated in the host teachers' in-service training workshop in the four (4) training sites.
- 8 teacher educators worked with the TLFC project field team to facilitate the host teachers' in-service training workshop sessions.
- 8 TLFC staff supervised the school visitation activity and participated in the conduct of the host teacher training.
- 5 CODE- Sierra Leone staff supervised training activities across the four (4) training centres.
- One person (Education and Gender officer) from the WE-CARE Foundation in Liberia supervised the training.
- 12 Education stakeholders constituting MBSSE, TSC, MTHE, and District council representative supervised the training sessions.
- 8 TTI administrators, constituting Deputy Registrar, Registrar, Principal, and DVC, supervised the host teacher training workshop's school visitation and training session across the four (4) training sites.

#### **IV. Successes and Outcomes of the Activities**

- Letters of invitation were submitted to head teachers informing them about the upcoming TLFC training of host teachers' workshop.
- During the host teachers' training, teachers comprehended and appreciated the relevance of hosting practicum students, roles, and responsibilities to ensure the successful conduct of school practicum activities.
- Teacher Educators interacted with all the head teachers and 280 teachers of the TLFC project. This demonstrated the assurance of confidence and readiness of teachers to work with the project's stakeholders.
- The foundation for host teachers to host pre-service teachers was laid during the session on practicum activities.
- Outdoor activities were conducted to make learning meaningful and interactive. The outdoor activities strengthen teachers' knowledge of using games to support learning in early-grade education.

#### **V. Lessons Learned**

- Teacher educators are planning a meeting with the TALLE-RSL administration to conduct the two-day training workshop. This was pivotal, and it equipped Network Leaders and Teacher Educators with skills used to facilitate the training.
- Effective coordination: There was effective coordination amongst the implementing team, partners and education stakeholders in both activities. This led to the effective involvement and participation of all actors.
- Abridging the contents of the host teachers' training manual to focus on key thematic areas made the session highly interactive.



- Conduct in-service training for teachers to support them in continued professional development. However, for sustainability, further engagement with teachers at project sites such as CoP should be done regularly.
- Discussing contents knowledge on practicum activities and how pre-service students are prepared at TTIs made the workshop relevant to the expectations of host teachers.
- Work with teacher educators to discuss, plan, and design pathways supporting how practicum activities have led to a professional experience sharing with TTIs. Hence, the TLFC focuses on addressing a challenging component in the educational needs of Sierra Leone's basic and higher education systems.
- Contextual discussion on relevant issues hinging on subjects' alignment at TTI and the availability of resources for the educational transformative process of primary school pupils in Sierra Leone is critical for teachers' reflection.
- The sessions on gender-responsive teaching provided essential skills to enable teachers to learn ways of ensuring equal participation of boys and girls in classroom instruction.

## **VI. Challenges**

- Working through the two-day conducting facilitation of the workshop agenda, it was evident that completing the contents and activities of the host teachers' training manual was cumbersome.
- The two days of training designed for the host teachers were insufficient to thoroughly discuss, practice and apply as planned.
- Not all teachers in the 40 TLFC Schools were included in the training due to the TLFC work plan budget restriction. Some TLFC schools have two teachers in one class level. The project only targets one teacher per class level.
- During the host teachers' training in the Kenema district, there was a challenge in addressing the transportation support of teachers. This was due to the galloping challenges of transportation costs in Sierra Leone against the budgeted transportation cost.

## **VII. Actions Taken to Overcome Challenges**

- The facilitation team worked to ensure that critical aspects of the training, such as Gender responsive teaching, Community of Practice, practicum activities, lesson plan and assessment, were effectively discussed.
- The TLFC team coordinated with Education stakeholders to ensure workshop activities were effectively supervised.
- To abridge the contents of the training, facilitators ensure the workshop sessions were interactive and participatory.

## **VIII. Recommendations**

- Provision of stipend support to preservice teachers should be made during school-based or practicum activities as a motivating drive to keep them active and focused during practicum sessions.

- The TLFC supervisory team and Network Leaders should intensify project site engagement with teachers to strengthen the CoP and practicum activities at the school levels.
- That classroom management strategy should be part of the training tools.
- The host teachers' training manual must be reviewed to include only three components: Gender concepts, Practicum and lesson planning and CoP. The reviewed manual should be made available to pre-service teachers during teaching practice.
- The number of days for the host teachers' training should be increased to 4 in subsequent host teachers' workshops to complete the contents of the training guide

Table 3. Pre and post-test analysis for host teachers.

HOST TEACHER DETAILS						TOTAL SCORES			
SN	Districts	Name of Host Teachers	Gen	School_Name	School_Location	Pre-Test	% Pre Test Score	Post-Test	% Post Test Score
1	Port Loko	Mohamed Bangura	M	Ahmadiyya Muslim Primary School	Tagirn Lungi	6	30.0	9	45.0
2	Port Loko	Zainab Kabia	F	Ahmadiyya Muslim Primary School	Tagin Lungi	11	55.0	12	60.0
3	Port Loko	Idrissa Munda Kamara	M	Ahmadiyya Muslim Primary School	Tagin Lungi	8	40.0	14	70.0
4	Port Loko	Abibatu Koroma	F	Ahmadiyya Muslim Primary School	Targin Lungi	10	50.0	13	65.0
5	Port Loko	Hassanatu sesay	F	Ahmadiyya Muslim Primary School	Tagrin Lungi	10	50.0	11	55.0
6	Port Loko	Siaka M Kallon	M	Ahmadiyya Muslim Primary School	Tagrin Lungi	9	45.0	13	65.0
7	Port Loko	Mohamed Kenneth. Koroma	M	Ahmadiyya Muslim Primary School	Tagrin Lungi	8	40.0	11	55.0
8	Port Loko	Adama Alpha Bangura	F	DEC Primary School	Port Loko	8	40.0	10	50.0
9	Port Loko	Santigie Osman Sesay	M	DEC Primary School	Port Loko	11	55.0	12	60.0
10	Port Loko	Mamie Kamara	F	DEC Primary School	Port Loko	14	70.0	17	85.0
11	Port Loko	Sallieu Sesay	M	DEC Primary School	Old Port Loko	11	55.0	14	70.0
12	Port Loko	Samuel S. Bangura	M	DEC Primary School	Old Port Loko	13	65.0	14	70.0
13	Port Loko	Sahid Ibrahim Conteh	M	DEC Primary School	Old Port Loko	10	50.0	11	55.0
14	Port Loko	Marian Abibatu Serry	F	DEC Primary School	Old Port Loko	11	55.0	12	60.0

15	Port Loko	Sallieu Sesay	M	FAWE Girls Primary School	Port Loko	13	65.0	13	65.0
16	Port Loko	Kadiatu Fillie	F	FAWE Girls Primary School	Port Loko	9	45.0	12	60.0
17	Port Loko	Patricia F Bangura	F	FAWE Girls Primary School	Port Loko	11	55.0	12	60.0
18	Port Loko	Aminata K-Doe Kamara	F	FAWE Girls Primary School	Port Loko	12	60.0	12	60.0
19	Port Loko	Hassan Sisay	M	FAWE Girls Primary School	Port Loko	12	60.0	15	75.0
20	Port Loko	Janet Amara	F	FAWE Girls Primary School	Port Loko	10	50.0	12	60.0
21	Port Loko	Balkish Kargbo	F	FAWE Girls Primary School	Port Loko	10	50.0	11	55.0
22	Port Loko	Mariam Saeed	F	K.D.C Primary	Rogberay	14	70.0	15	75.0
23	Port Loko	Maseray Munu	F	K.D.C Primary	Rogberay	13	65.0	17	85.0
24	Port Loko	Foday Kamara	M	K.D.C Primary	Regberay	10	50.0	11	55.0
25	Port Loko	Unisa M Kamara	M	K.D.C Primary	Rogberay	10	50.0	15	75.0
26	Port Loko	Osman Yillah	M	K.D.C Primary	Rogberay	11	55.0	12	60.0
27	Port Loko	Ishaka Mnseray	M	K.D.C Primary	Rogberay	13	65.0	13	65.0
28	Port Loko	Ibrahim Fofanah	M	K.D.C Primary	Rogberay	10	50.0	12	60.0
29	Port Loko	Santigie Palo Conteh	M	Kankaylay Islamic Primary	Mathensia Tagrin Lungi	6	30.0	9	45.0
30	Port Loko	Alimamy.Square Conteh	M	Kankaylay Islamic Primary	Mathensia Tagrin Lungi	8	40.0	9	45.0
31	Port Loko	Mohamed Sankoh	M	Kankaylay Islamic Primary	Mathensia Tagrin Lungi	8	40.0	9	45.0
32	Port Loko	Mariama Bangura	F	Kankaylay Islamic Primary	Mathensia Tagrin Lungi	8	40.0	13	65.0
33	Port Loko	Musa Ahmed Bangura	M	Kankaylay Islamic Primary	Mthensia Tagrin Lungi	10	50.0	12	60.0
34	Port Loko	Amid Ginho Kamara	M	Kankaylay Islamic Primary School	Mathensha Tagrin Lungi	8	40.0	11	55.0
35	Port Loko	Kadiatu I Sesay	F	Kankaylay Islamic Primary School	Tagrin Lungi	8	40.0	19	95.0
36	Port Loko	Abu Bakarr Kargbo	M	Practising Primary School	Port Loko	11	55.0	13	65.0
37	Port Loko	Florence A Kamara	F	Practising Primary School	Port Loko	13	65.0	15	75.0
38	Port Loko	Alice Kadiatu Koroma	F	Practising Primary School	Port Loko	10	50.0	11	55.0
39	Port Loko	Aminata Kamara	F	Practising Primary School	Port Loko	10	50.0	10	50.0
40	Port Loko	Santigie Bangura	M	Practising Primary School	Port Loko	7	35.0	10	50.0
41	Port Loko	Sheku Deen Sesay	M	Practising Primary School	Port Loko	9	45.0	11	55.0

42	Port Loko	Aminata Haja. Bangura	F	Practising Primary School	Port Loko	12	60.0	14	70.0
43	Port Loko	Emma Conteh	F	R.C. Falaba Primary	Port Loko	12	60.0	12	60.0
44	Port Loko	Unisa Turay	F	R.C. Falaba Primary	Port Loko	8	40.0	10	50.0
45	Port Loko	Hawa V Squire	F	R.C. Falaba Primary	Port Loko	15	75.0	17	85.0
46	Port Loko	Rosaline F Conteh	F	R.C. Falaba Primary	Port Loko	10	50.0	15	75.0
47	Port Loko	Isatu O Kamara	F	R.C. Falaba Primary	Port Loko	9	45.0	10	50.0
48	Port Loko	Mabinty Franca Larkoh	F	R.C. Falaba Primary	Port Loko	11	55.0	13	65.0
49	Port Loko	Abu Bakarr Kabia	M	R.C. Falaba Primary	Port Loko	10	50.0	11	55.0
50	Port Loko	Salamatu A Tarawalie	F	SLMB Primary School	Lunsar	8	40.0	9	45.0
51	Port Loko	Ramatu Samura	F	SLMB Primary School	Lunsar	9	45.0	11	55.0
52	Port Loko	Mariatu Kanu	F	SLMB Primary School	Lunsar	13	65.0	14	70.0
53	Port Loko	Mohamed Kemoh. Kabia	M	SLMB Primary School	Lunsar	12	60.0	13	65.0
54	Port Loko	Alimamy Foday Kamara	M	SLMB Primary School	Lunsar	8	40.0	10	50.0
55	Port Loko	Aminata J. Bangura	F	SLMB Primary School	Lunsar	11	55.0	12	60.0
56	Port Loko	Aminata Bomporoh Kamara	F	SLMB Primary School	Lunsar	10	50.0	11	55.0
57	Port Loko	Fatmata Bangura	F	U.M.C Primary School	Lunsar	7	35.0	11	55.0
58	Port Loko	Sallu Seiyah	M	U.M.C Primary School	Lunsar	8	40.0	8	40.0
59	Port Loko	Esther K Koroma	F	U.M.C Primary School	Lunsar	10	50.0	12	60.0
60	Port Loko	Fatmata J Conteh	F	U.M.C Primary School	Lunsar	15	75.0	17	85.0
61	Port Loko	Joseph M Sesay	M	U.M.C Primary School	Lunsar	13	65.0	14	70.0
62	Port Loko	Fatmata Thullah Nee Kanu	F	U.M.C Primary School	Lunsar	10	50.0	11	55.0
63	Port Loko	Hassanatu Nenneh Jalloh	F	U.M.C Primary School	Lunsar	8	40.0	13	65.0
64	Port Loko	Esther Massah Koroma	F	W.C.S.L Primary School	Port Loko	10	50.0	12	60.0
65	Port Loko	Zainab Kargbo	F	W.C.S.L Primary School	Port Loko	13	65.0	15	75.0
66	Port Loko	Warah K Kamara	F	W.C.S.L Primary School	Port Loko	12	60.0	13	65.0
67	Port Loko	Edward A Sesay	M	W.C.S.L Primary School	Port Loko	11	55.0	13	65.0
68	Port Loko	Morris A Sesay	M	W.C.S.L Primary School	Port Loko	10	50.0	14	70.0
69	Port Loko	Aminata M. Williams	F	W.C.S.L Primary School	Port Loko	12	60.0	12	60.0

70	Port Loko	Fminata Fodanatu Bangura	F	W.C.S.L Primary School	Port Loko	13	65.0	14	70.0
71	Kenema	Abu Bakar Fofanah	M	Eastern Polytechnic Pract.	Combama Road	9	45.0	12	60.0
72	Kenema	Daniel Koroma	M	Eastern Polytechnic Pract.	ETU Campus	14	70.0	14	70.0
73	Kenema	James Brima	M	Eastern Polytechnic Pract.	Kenema	12	60.0	12	60.0
74	Kenema	Lamin G. Mansaray	M	Eastern Polytechnic Pract.	Kenema	11	55.0	12	60.0
75	Kenema	Magdalene M. Alpha	F	Eastern Polytechnic Pract.	Eastern Polytechnic	12	60.0	12	60.0
76	Kenema	Hawa Kembay	F	Eastern Polytechnic Pract.	Kenema	11	55.0	13	65.0
77	Kenema	Dories Finda Kallon	F	Eastern Polytechnic Pract.	Combama road	11	55.0	12	60.0
78	Kenema	Augusta Williams	F	Holy Rosary Primary	Fonikoh	7	35.0	8	40.0
79	Kenema	Sarah Lima	F	Holy Rosary Primary	Fonikoh	8	40.0	10	50.0
80	Kenema	Mary James	F	Holy Rosary Primary	Fonikoh	7	35.0	9	45.0
81	Kenema	Abass Samu	M	Holy Rosary Primary	Fonikoh	9	45.0	10	50.0
82	Kenema	Elizabeth Allieu	F	Holy Rosary Primary	Fonikoh Section	13	65.0	13	65.0
83	Kenema	Conteh Cecilia Musu	F	Holy Rosary Primary	Fonikoh	9	45.0	12	60.0
84	Kenema	Agness Enshah	F	Holy Rosary Primary	Fonikoh Section	11	55.0	15	75.0
85	Kenema	Bockarie Amara Jr.	M	KMDEC Primary School	Kenema	13	65.0	17	85.0
86	Kenema	Beatrice M. Sessay	F	KMDEC Primary School	Moiwo Street	14	70.0	18	90.0
87	Kenema	Rosaline M. Thomas	F	KMDEC Primary School	Moiwo Street	12	60.0	15	75.0
88	Kenema	Massah S. Koroma	F	KMDEC Primary School	Moiwo Street	9	45.0	9	45.0
89	Kenema	Allieu K. Fomba	M	KMDEC Primary School	Moiwo Street	13	65.0	14	70.0
90	Kenema	Hawa Rogers	F	KMDEC Primary School	Moiwo Street	12	60.0	15	75.0
91	Kenema	Nancy A. Santigie	F	KMDEC Primary School	Moiwo Street	8	40.0	13	65.0
92	Kenema	Kaifala J. Augusta	F	Methodist Primary	Baion Street - kenema	10	50.0	10	50.0
93	Kenema	Bintu Bockarie	F	Methodist Primary	Baion Street - kenema	12	60.0	13	65.0
94	Kenema	Juliet Mamei Juanah	F	Methodist Primary	Baion Street - kenema	10	50.0	13	65.0
95	Kenema	Samuka Bobor Sama	M	Methodist Primary	Baion Street - kenema	9	45.0	9	45.0

96	Kenema	Susan Adu	F	Methodist Primary	Bion Street	4	20.0	9	45.0
97	Kenema	Joseph A.G Seheku	M	Methodist Primary	Kenema	5	25.0	10	50.0
98	Kenema	Joseph Justus Mohai	M	Methodist Primary	Kenema	13	65.0	13	65.0
99	Kenema	Sarah Braima	F	Methodist Primary	Pejewa	7	35.0	8	40.0
100	Kailahun	Noah Sinneh Koroma	M	Methodist Primary	Pejewa	11	55.0	10	50.0
101	Kailahun	Lamin Amara	M	Methodist Primary	Pejewa	13	65.0	13	65.0
102	Kailahun	Ansu M. Bockarie	M	Methodist Primary	Pejewa	11	55.0	11	55.0
103	Kailahun	Senesie Kpoie Amara	M	Methodist Primary	Pejewa	7	35.0	11	55.0
104	Kailahun	Gbonda Neima	F	Methodist Primary	Pejewa	7	35.0	13	65.0
105	Kailahun	Awuni M. Makeiu	M	Methodist Primary	Pejewa	6	30.0	8	40.0
106	Kailahun	Seinya Luseni	F	Methodist Primary	Segbwema	11	55.0	11	55.0
107	Kailahun	Manfred M. Vandy Jr.	M	Methodist Primary	Segbwema	8	40.0	10	50.0
108	Kailahun	Senesie Abdul Kallon	M	Methodist Primary	Taiyama-Segbwema	12	60.0	12	60.0
109	Kailahun	Alpha Samba	M	Methodist Primary	Teiyama	15	75.0	15	75.0
110	Kailahun	Fatmata B. Kanneh	F	Methodist Primary	Tiayama-Segbwema	12	60.0	12	60.0
111	Kailahun	Fatmata Kpewa	F	Methodist Primary	Tiyama - Segbwema	10	50.0	10	50.0
112	Kailahun	Rose Amara	F	Methodist Primary	Yeyiama Segbwema	12	60.0	12	60.0
113	Kailahun	Amara Ibrahim	M	Missionary Baptist pri.	Pendembu	10	50.0	10	50.0
114	Kailahun	Andrew Abu Pessima	M	Missionary Baptist pri.	Kaniya-Pendembu	10	50.0	11	55.0
115	Kailahun	Saffa Magaret	F	Missionary Baptist pri.	Kaniya-Pendembu	10	50.0	13	65.0
116	Kailahun	Morison Yokie A	M	Missionary Baptist pri.	Pendembu Kaneya Sec.	7	35.0	14	70.0
117	Kailahun	Margaret Saffa	F	Missionary Baptist pri.	Pendembu Upper Bambara	10	50.0	10	50.0
118	Kailahun	Fatmata Bockarie	F	Missionary Baptist pri.	Kaniya-Pendembu	10	50.0	10	50.0
119	Kailahun	Festus Umaru	M	Missionary Baptist pri.	Pendembu Upper Bambara	12	60.0	12	60.0
120	Kenema	Mohamed F. Kanneh	M	National I Islamic primary	Heigbema	12	60.0	12	60.0
121	Kenema	Massah Bellay	F	National Islamic Mission	Heigbema	6	30.0	14	70.0
122	Kenema	Zainab Mansaray	F	National Islamic Primary	Heigbema	14	70.0	13	65.0

123	Kenema	Franklin M. Saffa	M	National Islamic Primary	Heigbema	9	45.0	9	45.0
124	Kenema	Magaret V. Kongor	F	National Islamic Primary	Heigbema	13	65.0	12	60.0
125	Kenema	Musa Koroma	M	National Islamic Primary	Heigbema	12	60.0	10	50.0
126	Kenema	Nassu Mustapha	F	National Islamic Primary	Heigbema	13	65.0	13	65.0
127	Kailahun	Kadiatu Kallon	F	Pentecostal Primary	Daru	9	45.0	9	45.0
128	Kailahun	Salome Swaray	F	Pentecostal Primary	Daru	11	55.0	12	60.0
129	Kailahun	Mohamed Bangura	M	Pentecostal Primary	Daru	10	50.0	14	70.0
130	Kailahun	Watta Samba	F	Pentecostal Primary	Daru	11	55.0	12	60.0
131	Kailahun	Susan Senesie	F	Pentecostal Primary	Daru	8	40.0	8	40.0
132	Kailahun	Sellu Vandi	M	Pentecostal Primary	Daru	6	30.0	10	50.0
133	Kailahun	Edward B. Mansaray	M	Pentecostal Primary	Daru	10	50.0	10	50.0
134	Kailahun	Miatta Gbondo	F	Roman Catholic Primary	Masanta section Luawa	4	20.0	10	50.0
135	Kailahun	Sahr Kamanda	M	Roman Catholic Primary	Masanta section Luawa	10	50.0	18	90.0
136	Kailahun	Foday M. Nyallay	M	Roman Catholic Primary	Masanta section Luawa	3	15.0	10	50.0
137	Kailahun	Veronica K. Thomas	F	Roman Catholic Primary	Manosewallu Road, Masanta	8	40.0	11	55.0
138	Kailahun	Jusu James	M	Roman Catholic Primary	Manosewallu Road, Masanta	10	50.0	10	50.0
139	Kailahun	Moiyatu Ansumana	F	Roman Catholic Primary	Masanta Section Luawa	14	70.0	14	70.0
140	Kailahun	Mohamed Ben Kanneh	M	Roman Catholic Primary	Masanta Section Luawa	7	35.0	8	40.0
141	Bo	Lilian H Barrie	F	Aladura Primary School	Musa Street	7	35.0	8	40.0
142	Bo	Magdalene K. Baio Mboma	F	Aladura Primary School	Musa Street	8	40.0	10	50.0
143	Bo	Ann Y. Samson	F	Aladura Primary School	Musa Street	8	40.0	10	50.0
144	Bo	Alfred K.Sesay	M	Aladura Primary School	Musa Street	8	40.0	12	60.0
145	Bo	Joe Mamoh	M	Aladura Primary School	Musa Street	10	50.0	10	50.0
146	Bo	Margret M. Sam	F	Aladura Primary School	Musa Street	11	55.0	18	90.0
147	Bo	Hannah Bunduka	F	Aladura Primary School	Musa Street	7	35.0	12	60.0
148	Bo	Mohamed M.Bangura	M	Ansarul Islamic primary	New London	8	40.0	12	60.0
149	Bo	Ishmail S Koroma	M	Ansarul Islamic primary	New London	6	30.0	10	50.0
150	Bo	Nafisatu Massaquoi	F	Ansarul Islamic primary	New London	11	55.0	11	55.0
151	Bo	Betty Konneh	F	Ansarul Islamic primary	New London	8	40.0	8	40.0

152	Bo	Emma S. Mattia	F	Ansarul Islamic primary	New London	9	45.0	14	70.0
153	Bo	Majorie Tamba	F	Ansarul Islamic primary	New London	11	55.0	14	70.0
154	Bo	Amid M. Vandy	M	Ansarul Islamic primary	New London	11	55.0	14	70.0
155	Bo	Melicent J Pratt	F	Baptist Model Primary	Nikibu Section	10	50.0	13	65.0
156	Bo	Josep T. Sesay	M	Baptist Model Primary	Nikibu Section	4	20.0	11	55.0
157	Bo	Saffie Joyce Tucker	F	Baptist Model Primary	Nikibu	11	55.0	17	85.0
158	Bo	Musu Kona Keifala	F	Baptist Model Primary	Nikibu	12	60.0	17	85.0
159	Bo	Marie Y. Tarawallie	F	Baptist Model Primary	Nikibu	9	45.0	13	65.0
160	Bo	Sorie K. Mansaray	M	Baptist Model Primary	Nikibu	11	55.0	18	90.0
161	Bo	Maseray Abu	F	BTC Experimental	Torwama Rd	9	45.0	15	75.0
162	Bo	John B. Ansumana	M	BTC Experimental	Torwama	12	60.0	19	95.0
163	Bo	Joseph Tengbeh	M	BTC Experimental	Towama	9	45.0	11	55.0
164	Bo	Magdalene M. Hamelburg	F	BTC Experimental	Torwama	8	40.0	8	40.0
165	Bo	Princess M. Massaquoi	M	BTC Experimental	Torwama	6	30.0	11	55.0
166	Bo	Isata Kenneh	F	BTC Experimental	Torwama	7	35.0	11	55.0
167	Bo	Fatmata K Fonnie	F	BTC Experimental	Torwama	11	55.0	17	85.0
168	Bo	Jusu Brima	M	R.C Model primary	New Gerihun	9	45.0	12	60.0
169	Bo	Margaret M. Beah	F	R.C Model Primary	New Gerihun Road	10	50.0	15	75.0
170	Bo	Victoria Regina Tucker	F	R.C Model Primary	New Gerihun Road	9	45.0	16	80.0
171	Bo	Paul Jange	M	R.C Model Primary	New Gerihun Road	9	45.0	13	65.0
172	Bo	Memuna H.Luseni	F	R.C Model primary	New Gerihun Rd	7	35.0	15	75.0
173	Bo	Amara Mohamed Sheriff	M	R.C Model Primary	New Gerihun Rd	7	35.0	13	65.0
174	Bo	Theresa J Feika	F	R.C Model primary	New Gerihun RD	9	45.0	14	70.0
175	Bo	Alex M. Amara	M	ST. Peter primary school	Bo No Two	11	55.0	11	55.0
176	Bo	Rebbeca J. Kamanda	F	St Francis	Old Gerihun Rd	14	70.0	12	60.0
177	Bo	Donald S. Mustapha	M	St Francis	Old Gerihun Rd	13	65.0	13	65.0
178	Bo	Ann Marie K. Nabieu	F	St. Francis	Old Gerihun Road	8	40.0	15	75.0



179	Bo	Boi Tiange Minnah	F	St. Francis	Old Gerihun Road	12	60.0	15	75.0
180	Bo	James Wonneh	M	St. Francis	Old Gerihun Rd	7	35.0	14	70.0
181	Bo	Anthonette L Mattia	F	St. Francis	Old Gerihun Rd	10	50.0	13	65.0
182	Bo	Elizabeth P. Jenjo	F	St. Francis	Old Gerihun Road	11	55.0	11	55.0
183	Bo	Jeremiah F. Kebbie	M	ST. Peter primary school	Bo No Two	4	20.0	11	55.0
184	Bo	Joseph J. Mossima	M	ST. Peter primary school	Bo No Two	11	55.0	12	60.0
185	Bo	Mary T. Coker	M	ST. Peter primary school	Bo No Two	10	50.0	12	60.0
186	Bo	Philomena A. Egujama	F	ST. Peter primary school	Bo #2	9	45.0	13	65.0
187	Bo	Fransess Mansaray	F	ST. Peter primary school	Bo No Two	2	10.0	11	55.0
188	Bo	Margret C. Yambasu	F	ST. Peter primary school	Bo #2	10	50.0	15	75.0
189	Bo	Elizabeth Moiwo	F	ST. Pius primary	Tikonko Rd	10	50.0	11	55.0
190	Bo	Joseph P. Foday	M	ST. Pius primary	Tikonko Rd	6	30.0	8	40.0
191	Bo	Marion Saffa	F	ST. Pius primary	Tikonko Rd	6	30.0	8	40.0
192	Bo	Peter S, Kobby	M	ST. Pius primary	Tikonko Rd	8	40.0	9	45.0
193	Bo	Esther B. Tucker	F	ST. Pius primary	Tinkonko Road	13	65.0	14	70.0
194	Bo	Musu Kamara	F	ST. Pius primary	Tikonko Rd	8	40.0	13	65.0
195	Bo	Sitta Abdulai	F	ST. Pius primary	Tinkoko RD	6	30.0	12	60.0
196	Bo	Monica AK Mansaray	F	ST. Theresa primary	New Barracks	4	20.0	8	40.0
197	Bo	Agness L Amara	F	ST. Theresa primary	New Barracks	9	45.0	10	50.0
198	Bo	Theresa Rogers	F	ST. Theresa primary	New Barrack	11	55.0	13	65.0
199	Bo	Regina S. Garner	F	ST. Theresa primary	New Barrack	11	55.0	17	85.0
200	Bo	Robert J Williams	M	ST. Theresa primary	New Barracks	13	65.0	15	75.0
201	Bo	Jacob Massaquoi	M	ST. Theresa primary	New Barracks	9	45.0	10	50.0
202	Bo	Augusta S Kailie	F	ST. Theresa primary	New Barracks	5	25.0	8	40.0
203	Bo	Binadu M. Saidu	F	UBC	Kandeh Town	11	55.0	11	55.0
204	Bo	Gloria Freach	F	UBC	Kandeh Town	6	30.0	9	45.0
205	Bo	Makula Sannoh	F	UBC	Kandeh Town	8	40.0	11	55.0
206	Bo	Edith Jigba	F	UBC	Kandeh Town	8	40.0	9	45.0
207	Bo	Ada Kargbo	F	UBC	Kandeh Town	12	60.0	12	60.0
208	Bo	Mary Kamara	F	UBC	Kandeh Town	8	40.0	12	60.0
209	Bo	Juliana M Kurabu	M	UBC	Kandeh Town	10	50.0	13	65.0
210	BO	James Goba	M	UBC Primary School	Kandeh Town	11	55.0	16	80.0

211	Western Rural	Peter Kapri Sesay	M	Baptist Model Primary School	Grafton	7	35.0	8	40.0
212	Western Rural	Lawerence A. kanu	M	Baptist Model Primary School	Grafton	13	65.0	14	70.0
213	Western Rural	Agnes Luba Charles	F	Baptist Model Primary School	Grafton	12	60.0	14	70.0
214	Western Rural	John F. Koroma	M	Baptist Model Primary School	Grafton	13	65.0	14	70.0
215	Western Rural	Gloria Bowden	F	Baptist Model Primary School	Grafton	11	55.0	12	60.0
216	Western Rural	Mary Fornah	F	Baptist Model Primary School	Grafton	12	60.0	12	60.0
217	Western Rural	Santigie Kamara	M	Baptist Model Primary School	Grafton	11	55.0	14	70.0
218	Western Rural	Aminata B. Thompson	F	Community Education Dev. Primary Sch	Allen Town Kolatree	9	45.0	12	60.0
219	Western Rural	Jaryah Kallon	M	Community Education Dev. Primary Sch	Allen Town Kolatree	8	40.0	12	60.0
220	Western Rural	Moses Hassan Koroma	M	Community Education Dev. Primary Sch	Allen Town Kolatree	6	30.0	12	60.0
221	Western Rural	Zainab Jalloh	F	Community Education Dev. Primary Sch	Allen Town Kolatree	8	40.0	12	60.0
222	Western Rural	Susan M. Sowa	F	Community Education Dev. Primary Sch	Allen Town Kolatree	10	50.0	10	50.0
223	Western Rural	Eric Nallo	M	Community Education Dev. Primary Sch	Allen Town Kolatree	9	45.0	12	60.0
224	Western Rural	Moses P. Conteh	M	East End Municipal Primary School	Kennedy Street	11	55.0	14	70.0
225	Western Rural	Adiatu Y. Bangura	F	East End Municipal Primary School	Kennedy Street	10	50.0	14	70.0
226	Western Rural	Kadiatu Kamara	F	East End Municipal Primary School	Kennedy Street	6	30.0	9	45.0
227	Western Rural	Mohamed Mulku Sesay	M	East End Municipal Primary School	Kennedy Street	12	60.0	12	60.0
228	Western Rural	Jane Sia Komba	F	East End Municipal Primary School	Kennedy Street	9	45.0	12	60.0
229	Western Rural	Sarah F. Kamara	F	East End Municipal Primary School	Kennedy Street	11	55.0	14	70.0
230	Western Rural	Isata Daboh	F	East End Municipal Primary School	Kennedy Street	7	35.0	11	55.0
231	Western Rural	Jariatu Esther Kamara	F	Free Pentecostal Mission Primary School	Wellington Kuntoloh	14	70.0	14	70.0
232	Western Rural	Mariama Swad Manasaray	F	Free Pentecostal Mission Primary School	Wellington Kuntoloh	2	10.0	8	40.0
233	Western Rural	Emmanuel A. Sesay	M	Free Pentecostal Mission Primary School	Wellington Kuntoloh	12	60.0	13	65.0
234	Western Rural	Victoria S. Tamaba	F	Free Pentecostal Mission Primary School	Wellington Kuntoloh	9	45.0	13	65.0

235	Western Rural	Osman Maligie Bangura	M	Free Pentecostal Mission Primary School	Wellington Kuntoloh	9	45.0	13	65.0
236	Western Rural	Augustine Brima Salia	M	Free Pentecostal Mission Primary School	Wellington Kuntoloh	7	35.0	11	55.0
237	Western Rural	Binta Turay	F	Free Pentecostal Mission Primary School	Wellington Kuntoloh	9	45.0	11	55.0
238	Western Rural	Hannah Conteh	F	Freetown Polytechnic Practicing School	Jui Kossoh Town	11	55.0	13	65.0
239	Western Rural	Gibao Squire	M	Freetown Polytechnic Practicing School	Jui Kossoh Town	11	55.0	11	55.0
240	Western Rural	Daniel S. Koroma	M	Freetown Polytechnic Practicing School	Jui Kossoh Town	8	40.0	13	65.0
241	Western Rural	Mohamed Sheriff	M	Freetown Polytechnic Practicing School	Jui Kossoh Town	9	45.0	13	65.0
242	Western Rural	Cathrine Mansaray	F	Freetown Polytechnic Practicing School	Jui Kossoh Town	8	40.0	12	60.0
243	Western Rural	Osman Jalloh	M	Freetown Polytechnic Practicing School	Jui Kossoh Town	9	45.0	13	65.0
244	Western Rural	Martha Cecilia Mansaray	F	Freetown Polytechnic Practicing School	Jui Kossoh Town	10	50.0	10	50.0
245	Western Rural	Christian Nyakeh Alpha	M	Holy Family Primary School	Deep Eye Water	9	45.0	8	40.0
246	Western Rural	Henry A. Kamara	M	Holy Family Primary School	Deep Eye Water	9	45.0	10	50.0
247	Western Rural	Assiatu Mohamed	F	Holy Family Primary School	Deep Eye Water	12	60.0	12	60.0
248	Western Rural	Sembu Kargbo	M	Holy Family Primary School	Deep Eye Water	11	55.0	12	60.0
249	Western Rural	Lydia K. Conteh	F	Holy Family Primary School	Deep Eye Water	9	45.0	14	70.0
250	Western Rural	Mohamed Kamara	M	Holy Family Primary School	Deep Eye Water	7	35.0	11	55.0
251	Western Rural	Bernadette A. King	F	Holy Family Primary School	Deep Eye Water	5	25.0	11	55.0
252	Western Rural	Jatu Ghazali	F	Isabrim Islamic Primary School	Texaco Lorry Park	5	25.0	7	35.0
253	Western Rural	Moriba S. Abu	F	Isabrim Islamic Primary School	Texaco Lorry Park	8	40.0	8	40.0
254	Western Rural	Sorie Conteh	M	Isabrim Islamic Primary School	Texaco Lorry Park	10	50.0	15	75.0
255	Western Rural	Nata George	F	Isabrim Islamic Primary School	Texaco Lorry Park	8	40.0	10	50.0
256	Western Rural	Ibrahim K. Dauda	M	Isabrim Islamic Primary School	Texaco Lorry Park	11	55.0	11	55.0
257	Western Rural	Jariatu Kabia	F	Isabrim Islamic Primary School	Texaco Lorry Park	8	40.0	9	45.0
258	Western Rural	Solomon Lahai	M	Isabrim Islamic Primary School	Texaco Lorry Park	10	50.0	12	60.0

259	Western Rural	Solomon Lahaji Junior	F	Isabrim Islamic Primary School	Texaco Lorry Park	7	35.0	13	65.0
260	Western Rural	Mohamed Joshua Koroma	M	Salam Islamic Primary School	Kossoh Town	12	60.0	13	65.0
261	Western Rural	Momodu Joshua Koroma	M	Salam Islamic Primary School	Kossoh Town	12	60.0	14	70.0
262	Western Rural	Saffie Jalloh	F	Salam Islamic Primary School	Kossoh Town	9	45.0	13	65.0
263	Western Rural	Hawanatu Bangura	F	Salam Islamic Primary School	Kossoh Town	11	55.0	13	65.0
264	Western Rural	Mariatu Y. Turay	F	Salam Islamic Primary School	Kossoh Town	11	55.0	11	55.0
265	Western Rural	Mohamed Koroma	M	Salam Islamic Primary School	Kossoh Town	11	55.0	14	70.0
266	Western Rural	Rebecca Wuya Lahai	F	Salam Islamic Primary School	Kossoh Town	10	50.0	11	55.0
267	Western Rural	Sheak M. Dabeni	M	St. Peter the Rock Catholic Primary School	Mission Road	6	30.0	8	40.0
268	Western Rural	Mohamed D. Koroma	M	St. Peter the Rock Catholic Primary School	Mission Road	12	60.0	13	65.0
269	Western Rural	Josephine Nixon	F	St. Peter the Rock Catholic Primary School	Mission Road	10	50.0	14	70.0
270	Western Rural	Ellen Yeama Taylor	F	St. Peter the Rock Catholic Primary School	Mission Road	8	40.0	11	55.0
271	Western Rural	Zainab M. Kargbo	F	St. Peter the Rock Catholic Primary School	Mission Road	11	55.0	10	50.0
272	Western Rural	Esther Satta Gabba	F	St. Peter the Rock Catholic Primary School	Mission Road	11	55.0	12	60.0
273	Western Rural	Philip Hindolo Garber	M	St. Peter the Rock Catholic Primary School	Mission Road	12	60.0	14	70.0
274	Western Rural	Hassan Kamara	M	ST. Raphaels Primary School	Waterloo	9	45.0	11	55.0
275	Western Rural	Aminata Senu	F	ST. Raphaels Primary School	Waterloo	7	35.0	9	45.0
276	Western Rural	Fatmata J. Deen	F	ST. Raphaels Primary School	Calaba Town	8	40.0	12	60.0
277	Western Rural	Victoria Kewah	F	ST. Raphaels Primary School	Calaba Town	7	35.0	8	40.0
278	Western Rural	Mary Emma Mokoi	F	ST. Raphaels Primary School	Calaba Town	8	40.0	9	45.0
279	Western Rural	Hannah F. Sannoh	F	St. Raphael's Primary School	Hartshorn Street	13	65.0	12	60.0
280	Western Rural	Susan F. Koroma	F	St. Raphael's Primary School	Hartshorn Street	14	70.0	16	80.0

## Summary of the Host Teachers' Pre and Post-Test Analyses

The table presented above provides a comprehensive overview of the performance of the host teachers during the pre and post-tests of the host teachers' workshop. It gives a detailed breakdown of the total marks scored by each host teacher in the pre-test taken at the beginning of the workshop and the post-test score obtained at the end. Moreover, the table also displays the percentage of marks obtained by each teacher in both the pre and post-test. In addition, the table includes the difference between the pre and post-test scores, providing a clear insight into the progress made by each teacher during the workshop. This detailed information presented in the table is beneficial for analysing the workshop's effectiveness and identifying areas where further improvement is required. It further explains the grade of each host teacher as per score in the following table below, which helps in understanding the level of proficiency attained by each district. Overall, the details of the table show the impact of the workshop and the effectiveness of the teaching strategies used during the workshop. Aside from that, the proficiency of host teachers in each district can be further represented in a table as shown below:

**Table 5. Shows the level of Proficiency attained by Districts.**

Standard		# of participants	Western Rural	Port Loko	Kenema	Bo
<40	F	1	1	0	0	0
>=40	D	37	10	6	11	10
>=50	C	74	16	19	21	18
>=60	B	99	28	26	25	20
>=70	A	51	14	14	10	13
>=80	A+	12	1	4	1	6
>=90	Golden A+	6	0	2	1	3
<b>Total</b>		<b>280</b>	<b>70</b>	<b>70</b>	<b>70</b>	<b>70</b>

Based on the data presented in the table above, it is evident that the facilitators improved the host teachers' proficiency levels in using the training components of the workshop. The table provides a detailed breakdown of the proficiency levels achieved by each district, with the Bo district emerging as the top performer in the pre and post-assessment stages. Following closely behind is the Port Loko district, which secured the second position, while Kenema and Western Rural districts took the third and fourth positions, respectively.

Further data analysis reveals that 100% of the teachers who underwent the pre and post-test evaluation displayed an impressive 89% progress in their proficiency levels. This indicates that the host teachers' training has upgraded the competence and performance of the teachers in classroom instruction and supporting practicum teachers during school-based activities.

In sum, the table shows a comprehensive report on the proficiency levels attained by the four districts, accompanied by a detailed breakdown of the progress made by individual teachers.

#### **4. INTRODUCTION OF CoP IN PRACTICUM SCHOOLS**

##### **I. Introduction**

This component discusses the conduct of two activities implemented as part of the design indicated in the TLFC project's logical model and Performance Measurement Framework (PMF) to support inclusive, quality, and gender-responsive (GR) education for host teachers and student teachers in the forty (40) practicum TLFC schools in the four project districts in Sierra Leone. The activities conducted within the context of introducing Communities of Practice (CoP) included:

- **Update Meetings with the 4 Teacher Training Institutions and Education Stakeholders**
- **Introduction of Community of Practice (CoP) Sessions in the Forty (40) TLFC practicum schools.**

The update meetings with the four (4) Teacher Training Institutions (EBKUST, Eastern Technical University, Freetown Polytechnic, Njala University) and Education stakeholders MBSSE, TSC, District Council, and MTHE were conducted to provide updates to boundary partners on the implementation process of TLFC activities in the four project districts. The update meetings also covered sharing activity workplan and seeking collaboration and support to conduct upcoming TLFC activities effectively. During the meeting deliberations, TTIs and education stakeholders made inputs and guided how the activities would be conducted successfully.

The TLFC project team led the CoP introduction sessions in the four project districts. The Community of Practice Introduction sessions in the Forty (40) TLFC practicum schools were conducted to enable the TLFC Project team to work with student teachers and host teachers to establish CoP structures in the 40 schools to support the continuous professional development of teachers and students. The activities brought together the teachers and the TLFC project team to collaborate in forming a CoP structure at the school level to enable a platform for sharing concerns, challenges, and success for improved practice and learning outcomes. The thrust and essence of these two activities is to bring beneficiaries to the TLFC project activities for ownership and sustainability of practice. The process of why and how the two activities were conducted is contained in the following objectives:

- Report updates to TTIs and education stakeholders on the activity of the TLFC process: Teacher educators, school visitation and Host teachers' training
- Plan with teacher educators on the practical implementation of TLFC's upcoming project activities.
- Introduce CoP amongst student teachers and host teachers of the TLFC project practicum schools for improved practice and outcomes.

- To build in schools the culture of teachers meeting to discuss challenges and successes and find ways of improvement.
- To build a collaborative relationship amongst students, host teachers and project actors work together to support one another and improve classroom delivery.
- Guide teachers in developing guidelines and procedures for the community of practice and practicum activities.

#### A. Update Meetings with Education Stakeholders

This covers the meetings held with Teacher Training Institution administrators, teacher educators and education stakeholders (MBSSE and TSC) on the 12<sup>th</sup> and 13<sup>th</sup> of October 2023 in the four project districts. The Network leaders and the TLFC supervision team conducted the meeting sessions together. The teams met with the TTI administration and teacher educators in the 4 TTIs Campus and, later, with education stakeholders (MBSSE, TSC and District councils). In each meeting session, the TLFC team presented updates on TLFC activities conducted from August to October. The team also shared plans for the conduct of upcoming activities. The harmonised classroom observation was explained, and teacher educators were requested to do a final review. The attendees expressed appreciation for the update presented. They applauded the strong synergy between TALLE-RSL and the TLFC project.

**Meeting Attendance:** This constituted the TALLE-RSL/TLFC team, TTI administrators, teacher educators, and education stakeholders who participated in the meetings. The names and number of participants are shown in the table below:

**Table 1 – Number of Attendees of the CoP Meeting**

No	TTIs/Project Districts	Gender		Total
		Male	Female	
1	Teacher Eds.-EBKUST Port Loko	17	3	20
2	Teacher Eds.-Njala University-BO	15	3	18
3	Tr. Ed. Eastern Technical University	12	3	15
4	Teacher Ed- Freetown Polytechnic	12	3	15
5	MBSSE/TSC/District Council	9	3	12
6	TTIs Administrators	5	3	8
7	TLFC Staff	3	5	8
Total		<b>73</b>	<b>23</b>	<b>96</b>

The data presented in the table clearly shows that 96 individuals participated in the update meetings conducted across the four TTIs. Out of these attendees, 73 were male, while 23 were female.

## **B. CoP Introduction Sessions in TLFC Practicum Schools**

The Community of Practice sessions were conducted at the school level with host teachers and student teachers in the 40 TLFC schools in the four project districts: Portloko, Bo, Western Rural and Kenema. The activity started on 25<sup>th</sup> October and ended on 31<sup>st</sup> October 2023 across the four (4) project districts. The focus of the activity was to enable the TLFC Project team to work with student teachers and host teachers to conduct CoP sessions to support continuous professional development. The activities brought together host teachers, students' teachers and the TLFC project team to form a CoP structure at the school level to enable teachers to build on the culture of sharing concerns, challenges, and success for improved practice and learning outcomes.

**Community of Practice (CoP) sessions Activities:** The CoP sessions constituted the following:

- i. **Introduction of CoP sessions at the school level:** These covered working with teachers to understand and recognise the relevance of conducting sessions to discuss improving pupils' learning process. During the deliberations, teachers and students realised the need to work together through the formation of CoP to support one another's improvement.
- ii. **Formation of Teacher Learning Circles (TLC) structures:** In all schools the team visited, TLC structures were formed for teachers to practice meeting culture to discuss challenges and successes in classroom teaching. Together, they make suggestions to support improving pupils' learning outcomes. In the 40 schools, the COP/TLC structures constituted the following: Chairperson, secretary and convener. Teachers agreed to hold TLC weekly meetings to sustain the CoP practice at the school level.
- iii. **Discussion on the CoP tool kits:** The CoP learning tool kit and manual were discussed with the host and student teachers to help them familiarise themselves with the CoP activities. The CoP tool kit constituted an abridge description of the COP practice. Teachers learned about the CoP structure, leadership, participants, and actors' roles in conducting CoP sessions.
- iv. **Strengthening collaboration between host teachers and student teachers:** The host teachers identified the student teachers as co-workers in classroom delivery. Student teachers recognised that conducting practice activities involved learning classroom practices to build their competence in translating theory to practice. Teachers and students realised that the TLFC project is working to strengthen the practicum activities by encouraging host teachers to work with and support student teachers in improving classroom delivery skills through classroom delivery and community practice sessions.
- v. **Working with teachers to take actions that will support successful learning outcomes:** Teachers willingly agreed on working together to do the following:
  - Conduct TLC meetings weekly to discuss challenges and successes that would help them improve pupils' learning outcomes.



- Host and student teachers would collaborate to support one another to improve the learning process.
- Forming TLC leadership structures at the school level. The team would coordinate with other teachers to ensure TLC sessions are conducted at the school level.

C. **Meeting Attendance:** The CoP sessions were attended by host teachers and student teachers. This is shown in the following table:

**Table 2: Student Teachers Attendance**

No	Project Districts	Student Teachers		Total
		Gender		
		Male	Female	
1	PortLoko	12	13	25
2	BO	16	21	37
3	Kenema	10	17	27
4	Western Rural	1	6	7
Total		<b>39</b>	<b>57</b>	<b>96</b>

The table data indicates that a significant number of student teachers, totalling 96, actively participated in community practice sessions. Out of the 96 students, 39 were males and 57 were females. These sessions were conducted in 40 different TLFC practicum schools, providing ample opportunities for the student teachers to learn and grow in their profession. The gender disaggregation of host

teachers and TLFC staff is shown in the following table:

**Table 3- Host Teachers and TLFC Staff Attendance**

No	Project Districts	Host Teachers & TLFC staff		Total
		Gender		
		Male	Female	
1	PortLoko	37	56	93
2	BO	41	104	145
3	Kenema	50	67	117
4	Western Rural	40	60	100
7	TLFC Staff	3	6	9
Total		171	293	464

During the CoP sessions, 464 individuals participated, including 455 host teachers and 9 TLFC staff, in 38 TLFC practicum schools in Port Loko, Kenema, Bo, and Western Rural.

## II. Outcomes of the Activities

The main activities of the training session constituted the following:

- Meeting participants contributed to guiding how upcoming TLFC activities would be implemented.

- The collaboration between the TLFC project actors and Education stakeholders in understanding the implementation process of the TLFC project was strengthened and sustained.
- The TLFC team met with the TTIs and Education stakeholders at district levels to share updates on TLFC activities. The team also presented the schedule for upcoming activities for discussion.
- TTIs and Education stakeholders acknowledged the professional collaboration with TALLE-RSL in implementing project activities.
- Host teachers, students’ teachers and TLFC staff collaborated to form CoP leadership structures in the 40 practicum schools to conduct teacher learning circles.
- The TLFC team provided a CoP tool kit and manuals to students’ teachers to enable them to understand the scope of community of practice and relevance in supporting their continuous professional learning.
- Host teachers and students’ teachers identified their roles in working together to support the successful conduct of CoP and classroom delivery at the school level.

### III. Summary of Activities

Output or immediate outcome # on Logic model	Activity planned in workplan	Changes made	Status (C/IP/NS) C=complete IP=in progress NS=not started
XXXXX	Update Meetings with TTIs and Education stakeholders	Change is made on the following: <ul style="list-style-type: none"> <li>• The TLFC team updated TTIs and education stakeholders on the implementation process of TLFC activities.</li> <li>• Teacher educators and the TLFC team planned how the upcoming TLFC activities would be conducted.</li> <li>• TTIs received the harmonised classroom observation rubric for final review and confirmation.</li> </ul>	C
XXXX	CoP Introduction Sessions with host and student teachers	<ul style="list-style-type: none"> <li>• CoP introduction meetings were conducted in the 40 TLFC Schools.</li> </ul>	C

		<ul style="list-style-type: none"> <li>• CoP/TLC leadership structures were formed at the school level in 38 practicum schools</li> <li>• Student teachers were supported with a CoP tool kit and workshop manual.</li> <li>• Roles and responsibilities of host and student teachers were discussed to ensure effective collaboration at the school level.</li> </ul>	
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#### IV. Key Highlights from the Two Activities

Six Hundred and Fifty- Six (656) people participated in the update meetings and community of practice sessions. These constituted the following:

- 96 people attended the update meetings in the 4 TTIs in the 4 TLFC project TTIs. This consists of teacher educators, TTI administrators and education stakeholders.
- 9 TLFC staff constituting-4 Network leaders, four supervisors and one driver) participated in the CoP sessions conducted in the four project districts.
- 96 student teachers attended the CoP introduction sessions conducted in 38 TLFC practicum schools.
- 455 host teachers participated in the CoP introduction sessions in 38 TLFC practicum schools.

#### V. Meetings/Conferences (Internal or External)

Date	Meeting attended	Key highlights	Actions for follow-up
12-13 October 2023	Update Meetings with TTIs and Education stakeholders	<p>The key highlights included the following:</p> <ul style="list-style-type: none"> <li>-The TLFC team reported an update on the implemented TLFC project activities.</li> <li>-TLFC Upcoming activities were shared for TTIs and education stakeholders to guide how the activities would be implemented successfully.</li> </ul>	<ul style="list-style-type: none"> <li>-TTIs to conduct a final review and confirmation of the harmonised classroom observation rubric</li> <li>Teacher educators to design classroom observation schedules.</li> </ul>

			Harmonised classroom observation was shared with TTIs for final review and confirmation.	
15-31 October 2023	CoP introduction Meetings with Host Teachers and students' teachers	-CoP meetings were successfully conducted in 38 practicum schools -TLC leadership structures and meeting schedules were formed CoP tool kits were provided for student teachers	-Practicum schools to share TLC meeting schedules -Host teachers to work with students' teachers to conduct CoP and classroom delivery activities.	

## VI. Successes

- The TLFC team successfully conducted CoP sessions in 38 TLFC practicum schools with the effective participation of host and student teachers.
- Students' teachers were supported with CoP learning materials to ensure effective participation during TLC sessions and classroom delivery.
- Teachers worked with student teachers to form Teacher Learning Circle (TLC) in the practicum schools.
- Teacher Learning Circles (TLC) constituting chairpersons, secretaries and conveners were formed in all 38 practicum schools.

## VII. Challenges

- Students expressed difficulty settling down to learn new concepts, especially familiarising themselves with the child-centred Teaching Techniques and Lesson Plan Manual format.
- Students assigned to some practicum schools were absent due to the far distance they come from to do teaching practice in some practicum schools' schools.
- Some Student teachers at Freetown Polytechnic have not been assigned to practicum schools to do teaching practice due to administrative procedures. As a result, two practicum schools in western rural have no student teachers to do teaching practice.

### **VIII. Actions Taken to Overcome Challenges**

- Since only eight schools in western rural areas conducted CoP meetings, the TLFC team worked with the remaining two schools to schedule the meeting teachers when student teachers are assigned to the schools for practicum activities.
- Teachers were encouraged to hold regular TLC sessions to discuss challenges they faced so they could support one another.
- Students' teachers were encouraged to work with teachers to help them overcome their challenges in understanding how lessons are written.

### **IX. Lessons Learned**

- The conduct of CoP sessions at the school level allows for the sustainability of the practice. Teachers take ownership of their learning process and work together to ensure collaboration.
- The formation of Teacher Learning Circles sessions in the practicum schools is a powerful approach for the TLFC project to achieve and sustain the theory of change among teachers.
- Working with TTIs to strengthen the connection of practicum activities to practicum schools addresses a crucial component in achieving quality learning outcomes for all.
- The provision of an abridged version of the Cop took kit and host teacher's manual has created an environment that enables students to read and understand the contents easily.
- Encouraging teachers to form TLC sessions in schools is a powerful, sustainable approach to ensure ownership that will help to change practice.
- Discussing CoP through context, role plays, and collaborative participation of people concerned confirms its worthiness as a way of doing.

### **X. Recommendations**

- The CoP sessions should be followed intensively with visitation to ensure that TLC meetings are held regularly.
- The project implementers should consider providing stipends for student teachers as motivation in conducting teaching practice in the TLFC schools.
- The TTIs should select other schools for the following cohorts of students where students will be willing to practice teaching without concerns about transportation support.
- It is worth conducting a workshop for student teachers to further train them on essential contents such as lesson plans and classroom delivery skills for effective classroom delivery.

## **5. CLASSROOM OBSERVATION OF PRE-SERVICE TEACHERS**

### **I. Introduction**

This component discusses two activities conducted to build the competence and performance of Teacher Educators in working with the TLFC Project team and the host practicum teachers in observing student-teacher expertise in conducting classroom instruction using planned lesson notes, gender-responsive, inclusive and pupil-centred methods and strategies for the academic well-being of pupils. The classroom observation activities of student-teachers were done in the 40 TLFC schools in the four project districts. The activities discussed in this report included the following: Update meeting with TTIs and Education Stakeholders and Classroom Observation of student teachers. The focus and success of the activities hinged on the following objectives:

- To provide updates and plans on the implementation of TLFC activities together with TTI and education stakeholders.
- Supervise and observe student teachers in classroom lesson delivery in line with the Child-centred Teaching Techniques and Lesson Plan Manual lessons framework.
- Conduct coaching and mentoring sessions to support student teachers' improvement in areas they faced challenges during lesson demonstration.
- Encourage head and host teachers to support and mentor practicum students in lesson preparation and delivery.

The activities discussed in this report included the following:

### **A. Update Meeting with TTI Administration, Teacher Educators and other Education Stakeholders.**

The update meetings with TTIs and education stakeholders were conducted separately in the 4 TTIs. The description of the teams that attended the meetings is described below:

Freetown Polytechnic-(FP): At FP, the CODE and TALLE-RSL team that attended the meeting constituted CODE Canada- TLFC Program Manager (Peter) and Education Evaluative Learning Specialist (Malvern). The TALLE-RSL Team, TTI administrators, teacher educators and education stakeholders (MBSSE &TSC) were also in attendance.

In Port Loko, Njala, and Eastern Technical University, the TLFC team worked with network leaders to conduct the meetings successfully. The thematic areas that guided the discussion included:

- **Update on the outcome of introducing COP activities at the 40 Practicum schools:** The project team provided an update on the successful conduct of the CoP activities in the 40 practicum schools. It was confirmed that teachers have commenced the conduct of Teacher Learning circles to support their continuous professional learning.
- **Selection of new cohorts of second-year practicum students for the 2023-2024 academic Year-** The meeting discussed the need for TTIs to commence the selection of

the new cohorts of student teachers for the 2023-2024 academic year. The TTI welcomed the selection process of the preservice students. However, EBKUST Port Loko noted the constraints the college was experiencing in terms of students' admission into TC and HTC primary courses. However, submissions were made regarding further engagement, which would be done to finalise the selection process of the TLFC second-year pre-service students.

- **Plans for the conduct of the classroom Observation:** The team discussed and planned how the classroom observation of student teachers was to be conducted successfully. To ensure the supervision of the classroom observation becomes easy, the teaching practice coordinators educators in each TTI designed templates or rubrics in assigning teacher educators to schools to enable the supervision team to track the movement of teacher educators during the classroom observation of the preservice students in the 40 TLFC practicum schools. The number of TLFC stakeholders who participated in the update meetings is shown in the table below:

**Table 1: TLFC Stakeholders who attended the update meetings in the 4 TTIs**

No	TTIs/Project Districts	Teacher Educators		
		Gender		Total
		Male	Female	
1	Teacher Eds.-EBKUST Port Loko	17	3	20
2	Teacher Eds.-Njala University-BO	16	4	20
3	Tr. Ed. Eastern Technical University	13	7	20
4	Teacher Ed- Freetown Polytechnic	8	7	15
	CODE	3	0	3
5	MBSSE/TSC	9	2	11
6	TTIs Administrators	4	2	6
7	TALLE-RSL/TLFC Supervision Teams & Staff	6	6	12
Total		<b>76</b>	<b>31</b>	<b>107</b>

The details in the table above show the people who attended the update meetings in the four TLFC project Districts. The table shows 107 project stakeholders (76 male and 31) participated in the update meetings.

## **B. CLASSROOM OBSERVATION OF STUDENT TEACHERS**

The classroom observation activities covered two sessions:

- Classroom observation of student teachers and
- Debriefing and mentoring.

**I. The classroom observation of student teachers:** This activity was conducted to support teacher educators in observing student teachers doing classroom instruction/teaching practice in practicum schools. The teacher educators used the harmonised classroom observation rubric in tracking student teachers' performance indicators. The indicators that were used to track student teachers' performance outcomes. The classroom rubric consisted of the following components:

- Evident of written lesson and preparation.
- Lesson Delivery constituted teacher motivation, use of pupils-centred strategies, evidence of appropriate classroom activities, vocabulary and interactive participation.
- Classroom delivery covers key classroom approaches such as creating a conducive teaching and learning environment, evidence of group discussion/work and gender mixed-in seating arrangement.
- Gender-Responsive Language in the Classroom: This constituted teacher awareness of gender-biased language and effective use of gender-responsive texts and teaching-learning materials.
- Pupil-teacher interaction included teacher conduct, assessment and feedback in lesson delivery.
- The teacher uses differentiated teaching methods such as support for pupils' independent work; the teacher applies a variety of learning activities and a supportive learning environment.
- Active Learning methods include discussions, group work or problem-solving activities and teacher assessment of pupils' learning outcomes.
- Use of methods and strategies during lesson delivery: Identify strategies teachers use in the three parts of a lesson.

During the classroom observation sessions, teacher educators observed lessons delivered by student teachers in various subject areas and scored using the indicators in the rubrics.

**II. Debriefing and mentoring of student teachers:** This created a conducive context for Teacher Educators (TE) to meet with the student-teachers to discuss how the classroom instruction sessions were done. Teacher educators commended the student-teachers for doing their best to conduct the teaching sessions. The TEs succeeded in highlighting and clarifying the critical areas students found challenging. Teacher educators also supported student teachers with improved learner-friendly skills to ensure effective teacher and pupil interaction during lesson delivery. The key regions students were mentored included distinguishing the lesson plans (Child Centered Teaching Techniques and Lesson Plan Manual), gender-responsive teaching methods, classroom



management techniques, positive learning environments, and methods for effective classroom interaction.

**III. Classroom Observation Attendance:** The table below shows the number of students-teachers that were observed in the TLFC schools supervised by the four TTIs:

**Table 2- Number of Student-Teachers Observed in Each TLFC Site.**

Count of TTI:	Sex:		Grand Total
	Female	Male	
TEACHER TRAINING INSTITUTIONS			
EARNEST BAI KOROMA UNIVERSITY	13	6	19
EASTERN TECHNICAL UNIVERSITY	19	16	35
FREETOWN POLYTECHNIC	12	8	20
NJALA UNIVERSITY BO CAMPUS	21	20	41
<b>Grand Total</b>	<b>65</b>	<b>50</b>	<b>115</b>

The table above shows the student teachers who participated in the classroom observation. The details indicate that 115 student teachers (52 females and 65 males) were observed and mentored during the classroom observation in the four TTI districts. From the table, it is evident that the number of students teachers attended was different. This was due to the number of student teachers available at each TTI. The number of students showed that there were more females (65) than males (50).

**IV. Classroom Observation Sessions of Student-Teachers:** The classroom observation was done in sessions to ensure it was done effectively. Each teacher educator was assigned a student teacher to conduct five classroom observations. The table below summaries the sessions that the teacher educators conducted:

**Table 4-Classroom observation data summary**

TTIS	Number Of Students Observed	Number Of Students Not Observed	Number Of Sessions done for a student	Number Of Schools Visited	Number Of Schools Not Visited	Number Of Lecturers Completed
EBKUST	20	23	5 sessions per student	9	1	20
ETU	29	22	Three students	10	0	20

Njala Univ.	41	1	Two students	10	0	20
Freetown Polytechnic	27	23	5 sessions for each of the 27 students	10	0	15

The table above summarises the number of student teachers targeted in the classroom observation in the 4 TTIs. From the table, it is evident that only some of the targeted student teachers were observed. This is due to their unavailability (non-payment of college fees) in the schools to which they were assigned to do teaching practice.

**IV. Outcomes from the classroom observation at practicum school:** These were identified and analysed using the indicators contained in the classroom observation rubric as shown in the table below:

Table 5 below represents the mean score of classroom observation rubrics.

Indicators	Mean Score / Average Score	Possible Score
Lesson Plan	3.0	4.0
Lesson Delivery	2.7	4.0
Classroom Management	2.6	4.0
Gender-Responsive Language in the Class	2.6	4.0
Pupils Teacher Interaction	3.0	4.0
Differentiated Teaching Method	2.6	4.0
Active Learning Method	2.6	4.0
Introduction (Anticipation)	2.6	4.0
Guided Practice /Building Knowledge	2.7	4.0
Independent Practice /Consolidation.	2.8	4.0
<b>Total Mean Score</b>	<b>2.7</b>	<b>4.0</b>

The data presented in the table above shows the performance of student teachers during their practicum in schools. As per the table, the average mean score of student teachers preparing lesson plans was 3.0, indicating that they could plan their lessons effectively. In contrast, when it came

to delivering the lessons, the student teachers received a mean score of 2.7, indicating that they faced some challenges in delivering the lessons effectively.

Regarding classroom management, the student teachers scored 2.6, which implies that they need to work on managing the classroom environment more effectively. Similarly, the mean score for integrating Gender-Responsive Pedagogy, differentiated teaching, and Active Learning methods in the classroom was also 2.6, indicating that they must focus on incorporating these methods to ensure an inclusive and engaging learning environment.

Moreover, the pre-service teachers received a mean score of 3.0 for their ability to interact with the pupils during the lesson delivery, suggesting that they could engage with the students effectively. Additionally, they incorporated strategies in the introduction/Anticipation stage of the lesson with a mean score of 2.6, Guided Practice/Building Knowledge 2.8 and Independent Practice/Consolidation 2.8 mean score. This signifies that they effectively incorporated different teaching strategies during these lesson stages.

The table provides a comprehensive overview of pre-service teachers' performance during their practicum program. It highlights their strength and areas that require improvement, which can be utilised to provide them with effective feedback and support to enhance their teaching skills.

## II. Summary of Activities

Output or immediate outcome # on Logic model	Activity planned in workplan	Changes made	Status (C/IP/NS) C=complete IP=in progress NS=not started
XXXXX	Update meeting with TTIs and Education stakeholders	Change is attested on the following: <ul style="list-style-type: none"> <li>• The TLFC team provided an update on the successful introduction of the CoP activities in the 40 TLFC schools, and the Teacher Educators and TTI admins appreciated it.</li> <li>• The team discussed the criteria for the selection of the following cohorts of student teachers for the 2022-2023 academic year</li> <li>• The team planned how the classroom observation would be conducted.</li> <li>• Teacher educators were assigned individual student teachers for classroom observation and mentoring.</li> </ul>	C

XXXX	Classroom observation of student teachers	<ul style="list-style-type: none"> <li>• Teacher educators observed student teachers in lesson delivery.</li> <li>• Teacher Educators conducted debriefing sessions and guided student teachers on the outcomes of the classroom observation.</li> <li>• Teachers were supported with improved knowledge in writing lesson plans and effective delivery of lessons.</li> </ul>	C
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### III. Key Highlights from the Two Activities

Two Hundred and Thirty-One (231) people participated in the update meetings and classroom observation of student teachers in the 4 TTIs project district. These included the following:

- 115 student teachers were observed during the classroom observation and participated in 39 TLFC project schools.
- 75 Teacher educators conducted the classroom observation.
- 11 education stakeholders, TSC & District Council, attended the update meetings and supervised the conduct of the classroom observation.
- 9 TLFC staff supervised the classroom observation.
- 3 CODE- Canada staff attended the update meeting at Freetown Polytechnic in the Western Rural district.
- 12 Education stakeholders constituting MBSSE, TSC, MTHE, and District council representative supervised the training sessions.
- 6 TTI administrators, administrators attended the update meeting and supervised the classroom observation session across the four (4) TTI districts.

### IV. Meetings/Conferences (Internal or External)

Date	Meeting attended	Key highlights	Actions for follow-up
25-26 November, 2023	Update and Planning Meetings with TTIs, education stakeholders and teacher educators.	<p>The highlights included the following:</p> <ul style="list-style-type: none"> <li>-The TLFC team planned with TTIs on the design of the classroom observation</li> <li>-The TLFC teams provided updates on the outcomes of</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher educators to prepare and submit names of student teachers for the 2023-2024 academic year</li> <li>- Education stakeholders and TTI administrators will supervise the classroom observation activity.</li> </ul>

		<p>introducing CoP activities in TLFC schools.</p> <p>-The team planned how the classroom observation would be conducted successfully.</p>	<p>-Teacher educators to coordinate with student and host teachers for the conduct of the classroom observation</p> <p>-Teacher educators to create the classroom observation</p> <p>Teacher educators will submit reports on the outcomes of the classroom observation.</p>
26 <sup>th</sup> -30 <sup>th</sup> November 2023	Debriefing meetings with student teachers	<p>-Teacher educators conducted debriefing meetings with student teachers on the outcomes of the classroom observation</p> <p>-Student teachers, teacher educators, host teachers and supervisors discussed ways of adequate support for student teachers</p>	<p>-Teacher educators will meet and discuss the outcomes of the classroom observation with students.</p> <p>Teacher educators to mentor student teachers on classroom delivery techniques.</p>

#### V. Successes/Outcomes of the Activities

- Teacher educators closely worked with host teachers to support student teachers to improve classroom delivery skills.
- Teacher educators successfully observed students and conducted mentoring support to improve teaching skills.
- Teacher educators supported students with the TLFC teaching techniques to use inclusive, gender-responsive classroom management, active learning and differentiated teaching methods in classroom delivery.
- Teacher educators mentored and supported students with skills in writing pupil-centred teaching techniques and Lesson plan manual approaches.
- The DSA support paid to teacher educators for the school observation before the commencement of the classroom observation hugely supported them in terms of transportation, feeding and accommodation.

- The debriefing and mentoring sessions successfully ensured that students learned vital teaching skills.
- The interface among the teacher educators, host teachers, and students was a good foundation for properly coordinating TLFC activities in the nine schools.
- During the update meeting, the TLFC team was able to involve the TTI administrators and education stakeholders to make input in the planning process of activities before implementation

## **VI. Lessons Learned**

- Teamwork is an effective project-implementing technique that accelerates success in any implementation process. During the classroom observation activity, the chain of coordination was effectively done.
- The effectiveness of any practicum intervention depends significantly on building a supportive relationship between teacher educators and students. The TLFC project is an exemplary intervention that strengthens the competence of TTI educators to have structured practicum systems.
- It is always good to plan before the implementation of any activity. This has been demonstrated in the implementation process of the TLFC activities. All boundary partners are fully involved in all activities.
- Classroom observation is an essential component that provides adequate information in evaluating a teacher's competence in classroom delivery.

## **VII. Challenges**

- The supervision could not commence as planned due to the National security unrest in the country.
- 69 targeted student teachers were not available during the classroom observation period. This was because they were doing teaching practice in other schools within the communities in which they stayed.
- Students are challenged in designing learner-centered lesson plans to ensure effective classroom interaction.
- Students also struggled to understand how to prepare a CCTT model and lesson plan manual to ensure adequate participation.

## **VIII. Actions Taken to Overcome Challenges**

- The design created by assigning each teacher educator to a student helped the team complete the observation sessions effectively.

- Student' teachers were encouraged to work with host teachers to help them overcome the challenges they faced in understanding how lessons are written.
- Debriefing and mentoring sessions were conducted to ensure that students are supported on their challenges.

## **IX. Recommendations**

- Provision of stipend support to preservice teachers should be made during school-based or practicum activities as a motivating drive to keep them active and focused during practicum sessions.
- The EBKUST Port Loko recommended that the TLFC project consider selecting the following cohorts of students from the affiliate institutions to EBKUST.
- The project implementation team should consider providing further training for students, especially in lesson delivery and classroom management methods and strategies.
- TTIs should ensure proper tutoring and practices for college student teachers during lecturing to avoid too much constraint in designing lesson plans.
- The tutoring should cover main classroom content areas such as CCTT, LPM, gender-responsive pedagogy, active learning, and different learning methods.
- The coordination team ((TLFC team and teacher educator) should adequately inform student-teachers on the thrust of any activity to be conducted with them earlier.
- The host teachers should be constantly reminded to support student teachers regarding lesson preparation and delivery.

## **SECTION TWO: TRANSFORMING GIRLS EDUCATION PROJECT (TGEP) IMPLEMENTATION OF ACTIVITIES**

This section discusses the TGEP activities implemented in the 260 schools in Bonthe, Karene, Port Loko and Western Rural districts. The TGEP implementing team worked with the field staff and education stakeholders to conduct the activities successfully. These activities included monitoring and evaluation, classroom observation and mentoring, survey on school management committees, progression and transition of pupils, in-service teacher training, and Community of Practice (CoP) activities: Teacher Learning Circle (TLC) and Cluster Meetings and they discussed as outlined below:

### **1. TGEP MONITORING AND EVALUATION ACTIVITIES**

Monitoring and Evaluation (M&E) was an essential component of TGEP that created the context for field workers and the program team to track the project's progress. The M&E activities constituted School Management Committee (SMC) outreach engagements and School Profiling. Regarding these activities, the TALLE-RSL team did an in-house training session to create a conducive context for the successful conduct of these activities. The discussion of how these activities were conducted in the implementation process is contained in the following narrative:

#### **I. School Management Committee Outreach Engagement**

This activity focused on engagement meetings with the SMC chairpersons regarding their roles and responsibilities in supporting the implementation and sustainability of the Transforming Girls' Education Project (TGEP) in their respective schools and communities. Aside from that, it also created the context to get feedback and evaluate the impact of SMC intervention in preventing and responding to issues relating to SRHR and Gender-Based Violence. The activity started with a three-day validation training on appropriately using a structured interview questionnaire to get qualitative and quantitative data. The questionnaire was developed to conduct a face-to-face interview with the SMC chairpersons on project implementation and DC/SCCs to share an update on project activities. The District Coordinators (DCs) and School Support Coaches (SCs) interviewed 120 schools, constituting 120 SMC chairpersons. Aside from that, data were collated and entered into Excel for analysis. It was a descriptive analysis using a statistical package for social scientists (SPSS) and Excel. The objectives that guided the conduct of the activities included the following:

- Engaged SMCs on project implementation activities and the impact of the TGEP in their respective schools.
- Interviewed SMC chairpersons on their support in implementing TGEP activities after training.
- Provided Mentorship to teachers who are struggling in using the methodologies for effective classroom interaction



- Assessed whether SMCs monitor the availability, use and storage of project materials (MP3 radio players, library boxes, books and Reading on the Waves anthologies) supplied to the schools to promote meaningful reading culture among teachers and pupils.
- Gathered updated information on TGEF school head teachers and teachers for the 2022/2023 academic year to track and keep records on the status of project beneficiaries.

**A. Findings from the SMC chairperson about the project implementation.**

This activity measures the impact of the SMC members' intervention in implementing the TGEF. The sample of schools and participants indicated 120 schools, constituting 120 SMC chairpersons (102 male and 18 female) in the four TGEF districts. This is shown further in the table below;

**Table 1: Gender disaggregation and the number of SMC chairpersons interviewed**

		Gender		Total
		Female	Male	
District	Bonthe	4	26	30
	Karene	0	30	30
	Port Loko	5	25	30
	Western Rural	9	21	30
Total		18	102	120

The table above shows the number of SMC chairpersons observed as per gender in the four TGEF districts. It further indicates that 120 SMC chairpersons constituted 18 females and 102 males. This number of participants does not show any parity in gender representation among the SMC participants.

**II. Outcomes from the Interview with SMC chairpersons.**

- 33% (39) of the SMC chairpersons who attended the training are no longer serving in such capacities in their schools as there are now new chairpersons.
- 16% (19) of the SMC Chairpersons have not been in close contact with the headteachers in certain schools since they returned from the SMC training, making explaining project activities challenging.
- 67% (80) of the SMC chairpersons know about school TGEF implementation.
- Based on responses from the SMC outreach engagement, essential measures have been implemented to solve SRHR and GBV issues and prevent them from happening. These included setting up bylaws and their referral pathways in punishing lawbreakers.
- It was also evident that school heads are excellently updating SMCs on implementing projects and activities.

## B. School Profiling

This activity was conducted to collect updated data on project schools regarding information relating to pupil pass rates and dropouts, teachers and head-teacher qualifications, teaching experience, and status in the TGEP Schools, and to identify old and new teachers within the project. In this context, 260 schools were profiled in the four project districts, as represented in the table below:

Figure 1. School Profile Update form

Table 2. Shows the number of schools profiled in the four districts.

Number of School profiles in the TGEP district.		
		Number of Schools
District	Bonthe	62
	Karene	59
	Port Loko	69
	Western Rural	70
Total		260

The table above indicates that the profile of 260 schools in the four districts was updated. The schools constituted 62 schools in Bonthe, 59 schools in Karene, 69 in Port Loko and 70 in Western Rural.

### III. Outcomes from SMC Meetings and School Profile.

- All the 1,274 teachers in the 260 schools were visited and profiled.
- The data collected during the profiling were collated for analysis.
- New teachers were replaced in some schools due to teacher attrition.
- According to the school profile update, 34 TGEP-trained teachers have left their schools in the western rural district due to retirement, transfer and death.
- It also shows that 30% of the teachers trained in the district are being rotated to other classes, leaving the class in which they were taught with new teachers.
- In the Bonthe district, 16 project teachers (6 females and ten males) died but have been replaced.

- Based on the outcomes, a teacher at D.E.C Primary School, Rowulla Port Loko, died shortly after the school profiling update.
- Effective coordination among coaches and head teachers was done to set up an appointment with SMC chairpersons.
- All 120 SMCs targeted were successfully interviewed on the impact of project implementation activities.
- Cooperation from SMCs and Headteachers made the M&E activity successful.
- Majority of the SMCs were well-updated on project activities in their respective schools and districts.
- Despite some newly appointed SMC chairpersons in certain schools, the results demonstrated awareness about project activities and the peaceful resolution of SRHR/GBV.
- Headteachers were also frank in providing information about teachers no longer serving in their schools.

#### IV. Summary of Activities.

Output or immediate outcome # on Logic model	Activity planned in workplan	Changes made	Status (C/IP/NS) C=complete IP=in progress NS=not started
XXXXX	<b>Designing, discussing and reviewing tools</b>	Change is attested on the following: <ul style="list-style-type: none"> <li>• The TGEP field team worked closely with the Evaluative Learning officer to develop the school profiling and SMC Visit rubrics. Selection criteria of Teacher educators and pre-service students</li> <li>• The TGEP TALLE-RSL team conducted a discussion session on the tools</li> <li>• An agenda was designed to guide the team in conducting the school profile and SMC Visits.</li> </ul>	C
XXXXX	Update meeting with head teachers on school proofing and SMC visit.	<ul style="list-style-type: none"> <li>• TGEP DCs and SSC met with head teachers to support the profiling and SMC discussions.</li> <li>• Teachers were informed about the focus of the school profiling and SMC Visits.</li> <li>• Data collected from the school schools and SMCs were collated and discussed.</li> </ul>	C

#### V. Key Highlights from Activities

The outcomes of the activities were very successful. One Thousand Five Hundred and Fifty-One (1,551) people participated in the profiling and SMC visitation activities. These included the following:

- 1,274 teachers and headteachers participated in the school profiling and SMC activities.
- 14 TALLE-RSL TGEP Staff supervised and coordinated the activities.
- 260 SMC Chairpersons participated in conducting the discussion sessions on the focus and successes of TGEP.
- 03 TALLE-RSL Management Leads worked with DCs and SSCs to supervise and coordinate the activities.

#### VI. Meeting/Conferences (Internal Or External)

Date	Meeting attended	Key highlights	Actions for follow-up
3-10 January 2023	TGEP-TALLE-RSL team conducted in-house Feedback and Review meeting sessions.	The highlights included the following:  -The TGEP team met to discuss and develop the SMC and School Profile rubrics.	-Inform the 260 head teachers about the commencement of the school profile and the SMC meetings
12--28 January 2023	School profiling of head-teacher and teachers, and SMC Chairpersons meeting details	-The TGEP TALLE-RSL Team visited all the 260 head teachers and SMC Chairpersons.	- Confirm contact details for SMC Chairpersons.  -Confirm the availability of all teachers and head teachers in the 260 schools.

#### VII. Challenges

The following are the significant challenges of the activities:

- Difficulty in accessing some SMC chairpersons was very challenging
- Contacting headteachers via phone and prompting them before the activity was also challenging, as some numbers were unreachable.
- It was also tricky for new headteachers to accept updating and bringing SMC chairpersons to the meeting discussion sessions.
- The language barrier with some SMCs was another challenge during the SMC outreach engagement meeting since some SMC chairpersons or even Krio couldn't understand English.

#### VIII. Action Taken

The following actions were adopted to overcome the challenges:

- The head teachers helped translate/interpret the questions and discussions to the SMCs.

- Continuous calls and text messaging to nearby school headteachers and teachers to deliver the message to the intended schools for the activity coordinated the process successfully.
- Explained the project activities in their schools to the new head-teachers. They showed interest and cooperation in giving information about their teachers and participated fully in the SMC meeting sessions.

#### **IX. Lesson Learned**

- an excellent working relationship and patience with school officials immensely mobilised SMC chairpersons for a successful outreach engagement activity.
- Visiting project sites provides tangible evidence that hinges on the project's implementation process being in line with the project work plan and outcomes.
- Teamwork and proper monitoring always lead to success.
- The culture of patience, cooperation and dedication among the TALLE-RSL TGEP Team averts problems and yields marked successes in project implementation.

#### **X. Recommendation**

From the outcome of the activities conducted as well as the findings and the lesson learnt, it is recommended herein that:

- SMC outreach engagement activities continued in the project schools to promote sustainability and ownership of the project.
- Refresher Training should be conducted for SMCs to boost further their interest, curiosity and comprehension in promoting the activities and vision of TGEP-a- a recipe for ownership and sustainability.
- Regular monitoring must be done to keep track of project activities in schools.
- M&E should be done regularly for SMC members to effectively engage in project implementation activities.
- There is a need for a Refresher cluster meeting to train new teachers of classes (4, 5, 6) in project schools to attune with the new pedagogies and strategies to institute quality and sustainable classroom delivery and learning.

## **2. CLUSTER MEETING & CLASSROOM OBSERVATION.**

### **I. Introduction**

The Cluster Meetings classroom observation and Mentoring of Teachers were conducted within the context of the TGEP project work plan. These activities included the following:

**A. Cluster Meetings**

**B. Classroom Observation and Mentoring**

The objectives that guided the implementation of the two activities were as follows:

- Supporting teachers in acquiring a complete mastery of GRP, literacy pedagogy, SRHR, and COP implementation for the sustainability of the practice.
- Worked with teachers to master TGEF teaching strategies across primary school subjects.
- Evaluate teachers' holistic understanding and application of training contents learn throughout the implementation of TGEF.
- Worked with teachers to write lesson plans for various subjects across the primary school timetable.
- To support teachers' awareness of gender-responsive teaching to ensure equal participation of boys and girls in the classroom.
- Conducted mentoring and coaching to support teachers in lesson delivery and gender-responsive teaching to ensure equal participation of boys and girls in the classroom.

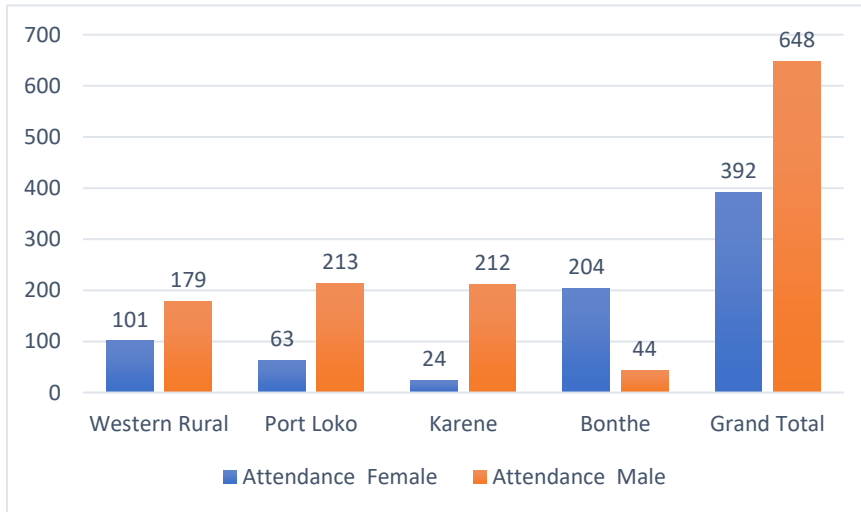
**I. Cluster Meetings:** This activity covers cluster meetings at the cluster level in all 260 schools in the 4 TGEF districts: Karene, Port Loko, Western Rural and Bonthe. The cluster meetings were conducted from the 9th to the 13th of February 2023 across the 4 districts. The focus of the cluster meetings was to Support teachers in acquiring a complete mastery of GRP, literacy pedagogy, SRHR and COP implementation for the sustainability of the practice. It was also to conduct a holistic evaluation of teacher's improvement in classroom instructional approaches and practices.



*Figure 1. In-service teacher group work on developing vocabulary.*

During these meetings, TGEF staff supported teachers to work with members of their clusters to write lesson plans on their own to teach. Teachers further read the training manuals and identify strategies used during lesson delivery. The facilitation team of the cluster meetings constituted mainly TGEF staff (District Coordinators and school support coaches) and coordinated discussions with teachers on lesson delivery. The lessons covered all aspects of TGEF focus: gender-responsive pedagogy, literacy teaching skills, use of MP3 player and anthology, TGEF16 titles of supplementary readers, COP sessions, and classroom assessment. Teachers demonstrated lessons while TGEF staff observed, debriefed and guided sessions. The total attendance of teachers was 1,040, as shown in the figure below.

Figure 1- Cluster meeting attendance



Details from Figure 1 further show the total number of teachers that attended the cluster meetings.

It shows that all the teachers listed in the TGEP in Bonthe, Karene, Port Loko and Western Rural attended and participated in the activities contained in the training. Details regarding

gender disaggregation are also attested, indicating 648 males and 392 females. This further shows a considerable gender disparity among teachers selected in the four districts.

The number of facilitators and TGEP staff that conducted the cluster meeting activity is also shown in the table below:

**Table2- District staff attendance**

Districts	Gender Presentation Per District		
	Female	Male	Total
<b>Western Rural</b>	3	1	<b>4</b>
<b>Port Loko</b>	3	1	<b>4</b>
<b>Karene</b>	1	2	<b>3</b>
<b>Bonthe</b>	0	3	<b>3</b>
<b>Grand Total</b>	<b>07</b>	<b>07</b>	<b>14</b>

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

**II. Cluster Meeting Outcomes:** The following were the significant outcomes of the cluster meetings:

- Teachers worked with members of their clusters to write lesson plans and teach lessons with little guidance from TGEP staff.
- Assessment of pupils stood out as a leading evaluation approach to ascertain learning. A series of assessment samples was done with teachers to ensure that pupils are regularly assessed frequently.
- Teachers' increased understanding of strategies for teaching comprehension, reading fluency, vocabulary development and independent writing.
- teachers familiarise themselves with using and operating the MP3 radio player alongside the anthology to support interactive read-aloud.

- Teachers gained complete mastery of workshop strategies, CoP sessions and how to use literacy strategies to teach the 16 TGEP supplementary readers.
- The sessions evaluated teachers' holistic understanding and practical use of TGEP strategies in all 260 schools.

### III. Classroom Observation and Mentoring

The outcomes of the cluster meetings provided insight into how TGEP staff would further support teachers on the challenges identified. This led the team to conduct classroom observation and mentoring. The activity focused on TGEP staff developing lesson plans for teaching various subjects alongside teachers. Through the mentoring sessions, teachers were supported with skills for pupils' effective participation and use of Gender-responsive and interactive reading skills. TGEP staff observed, co-taught in each school, and demonstrated lessons to increase teachers' competence in TGEP strategies. Schools mentored in the four districts are shown in the table below:

**Table 3- Schools and Teachers Mentored**

Districts	No of Schools	Gender		Total
		Female	Male	
Karene	10	02	35	37
PortLoko	16	12	54	66
Western Rural	20	38	68	106
Bonthe	14	16	31	47
Total	60	68	188	256

The table shows the number of teachers who participated in the mentoring and classroom observation in the four districts. The table shows that 256 teachers (68 female & 188 male) participated in the mentoring and classroom observation in 60 TGEP schools in the four districts.

**IV. Classroom Observation Component:** This component helped TGEP staff to closely observe lessons demonstrated by teachers to identify challenges that call for mentoring intervention. The classroom observation session looked closely at teachers' preparedness to support a pupil-centred learning environment, teacher use of strategy to ensure all pupils' participation, appropriate classroom activities, group work, and gender-biased language and assessment. A lesson lacking most or all of these strategies requires immediate mentoring by TGEP staff.

**Mentoring Component:** The mentoring component covered the following:

- Introduction of a lesson:** TGEP staff worked with teachers to identify strategies used during the introduction aspects of a lesson. The key strategies identified included prior



knowledge, pre-teaching vocabulary, items or picture illustration, questioning and drawing. Teachers were mentored on how the relevance of each teaching strategy in enticing pupils' interest to follow the lesson with attention.

- b. **Development of a lesson:** Understanding the relationship between lesson introduction and lesson development is vital in teaching for learning. The classroom observations revealed that teachers struggle to use strategies for pupils' effective participation. TGEP staff spent considerable time mentoring teachers to identify and use strategies for developing a lesson. Through the co-teaching and lessons demonstrated by TGEP staff, teachers understood that real learning takes place at the development stage of a lesson.
- c. **Conclusion of a lesson:** This is the evaluation stage of any lesson. Teachers learnt that the success of a lesson could be determined at the conclusion stage. Pupils can work independently to respond to questions correctly. TGEP staff worked with teachers to discuss strategies to support pupils' independent learning

## II. Outcomes of the Classroom Observation and Mentoring:

- TGEP staff were able to provide on-the-spot mentoring to teachers struggling to connect with their learners.
- Staff taught alongside teachers in some schools and demonstrated lessons in various classrooms.
- TGEP staff and teachers designed Lesson plans following the school timetable to teach various subjects
- TGEP staff worked with teachers in their classrooms to teach, assess and interact with pupils.
- Teachers were supported with the skills of operating the MP3 radio with or without the availability of solar or electricity.

## III. Summary Of Activities For The Month

Output or immediate outcome # on Logic model	Activity planned in workplan	Changes made	Status (C/IP/NS) C=complete IP=in progress NS=not started
Xxxx	Cluster Meeting	Evident changes happened mainly in the following: designing lesson plans, identifying TGEP strategies, classroom learners-centred instruction skills, and	

		<p>gender-inclusive teaching. This can be attested as follows:</p> <ul style="list-style-type: none"> <li>• Teachers worked with members of their clusters to prepare lesson plans for guided practice.</li> <li>• TGEP demonstrated mastery of using the MP3 radio player and anthology.</li> <li>• Teachers categorise the Literacy strategies into the three stages of a lesson: introduction, lesson development and conclusion.</li> <li>• Through role play, teachers used the literacy assessment rubrics to assess early and upper-grade reading skills.</li> <li>• Teachers successfully took the role of TGEP staff in conducting classroom observation during guided practice sessions and provided feedback to their colleague's teachers on successes and challenges.</li> <li>• The interview session with teachers on using TGEP resources revealed that TGEP materials are effectively used in all schools.</li> </ul>	IP
XXXX	Classroom Observation and Mentoring	<p>-This component covers classroom observation and mentoring of teachers on-sidestep field staff, designing lesson plans, and successfully demonstrating lessons. Evident of this is shown as follows:</p> <ul style="list-style-type: none"> <li>• Designed lesson plans with teachers to teach various subjects.</li> <li>• Conducted classroom observations.</li> <li>• Mentored teachers in lesson planning and classroom instruction.</li> <li>• Conducted school briefing meetings to discuss areas that need improvement with teachers.</li> <li>• Discussed with teachers the meaningful use of the MP3 radio player in teaching.</li> </ul>	C

#### IV. Key Highlights from The Activities

One Thousand Three Hundred and Twenty-One (1,321) people were involved in the activities discussed in this report. These included the following:

- 1,040 project teachers and head teachers participated in the cluster meeting sessions at cluster level in the four districts.

- 256 teachers participated in the mentoring and classroom observation session
- 14 TGEP staff conducted the cluster meetings and mentoring sessions
- 3 TALLE-RSL TGEP team supervised the cluster meetings and mentoring sessions.
- 8 persons constituting MBSSE, TSC, and district Council provided oversight supervision of the two activities.

**V. Meetings/Conferences (Internal Or External)**

<b>Date</b>	<b>Meeting attended</b>	<b>Key highlights</b>	<b>Action for follow-up</b>
9--13 February 2023	-TGEP Teams comprising DCs and SSC completed cluster meetings	<ul style="list-style-type: none"> <li>▪ Worked with teachers to gain mastery of the use of the MP3 radio player and anthology.</li> <li>▪ Guided teachers to design lessons on their own to teach.</li> <li>▪ Supported teachers to identify different strategies to do lesson presentation:</li> <li>▪ Worked with teachers to conduct assessments on early and upper Reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers to use the TGEP assessment rubrics to conduct pupils' assessments.</li> <li>▪ Teachers to design lessons and submitted to SSCs</li> <li>▪ Teachers to list strategies for teaching literacy, comprehension and writing for discussion with SSCs.</li> <li>▪ Teachers to improve on environmental print in their classrooms.</li> <li>▪</li> </ul>
17-28 <sup>th</sup> February, 2023	SSCs and DCs conducted briefing and mentoring meanings	<ul style="list-style-type: none"> <li>• Worked with teachers to design lesson plans to teach various subjects.</li> <li>• Observed teachers in lesson delivery.</li> <li>• Mentored teachers in lesson planning and classroom instruction.</li> <li>• Conducted feedback sessions on the outcome of the mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>▪ TGEP staff to design lessons and conduct mentoring sessions with other schools in their clusters</li> <li>▪ TGEP staff to evaluate the use and availability of TGEP materials in schools.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Provided opportunity for teachers to see how TGEP strategies are infused into the lesson plan.</li> </ul>	
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## **VI. Challenges**

Even though there was improvement in teachers' holistic performance of teachers, there are areas that need improvement as follows:

- Teachers struggled to design pupil-centred lessons and did not regularly use them as guides during teaching.
- The charging base of some radios are damaged. As a result, some radios don't retain charging.
- Overcrowding of some classrooms prevented some teachers from using some strategies to spark pupils' effective participation.
- Teachers have still not completely mastered the various literacy strategies to teach comprehension and reading.

## **VII. Actions Taken to Overcome the Challenges**

The following actions were adopted to overcome the challenges:

- Teachers were reminded to use the cranking handle to recharge the MP3 radio if the charging base is damaged. A comprehensive list was developed for radios that have problems, and management is working on maintenance.
- TGEP staff demonstrated lessons and used interactive teaching strategies to ensure that all pupils participated.
- The TGEP team worked with teachers to identify strategies in the annual for teaching comprehension.

## **VIII. Lessons Learned**

The following were significant lessons learned from the activities:

- Conducting teacher assessments to assess their understanding of TGEP strategies is the right approach to support teachers' sustainable practice.
- Mentoring teachers on classroom instruction further strengthen teachers' understanding of how TGEP strategies are used to support interactive teaching
- Discussing with teachers their challenges and successes helps teachers take corrective action for improvement,

## **X. Recommendations**

- The mentoring and coaching sessions should be conducted throughout the end of the project and should cover all TGEP schools.
- TALLE-RSL management should conduct holistic monitoring of TGEP implementation to evaluate the outcomes of TGEP intervention.
- The project team should encourage teachers to continue conducting TLC sessions so they can further discuss what they face in teaching.

## **3. M&E CLASSROOM OBSERVATION AND BOYS & GIRLS CLUB**

### **I. Introduction**

This component discusses the Boys and Girls Clubs and the Measurement and Evaluation activities of TGEP. These activities focus on tracking teachers' use of TGEP strategies in classroom instruction, modelling and mentoring teachers and evaluating the status of Girls' and Boys' Club activities in the TGEP schools. The conduct of these activities corresponds to the performance measurement indicators in the TGEP logical model and workplan. This was done to support teachers' competence and performance in using learner-centred materials and methods to teach upper primary 4-6 pupils literacy skills: reading, writing, vocabulary development, and comprehension to improve quality learning outcomes among girls and boys in the 260 TGEP schools. The three activities are discussed below:

- Classroom Observation of teachers' use of methods and materials
- Modelling and Mentoring Sessions for teachers
- Survey of the impact of the Girls' and Boys' clubs

The following objectives guide the implementation of the activities outlined above:

- Conduct an assessment of Girls and Boys Club members to evaluate the level of impact of GBC activities on boys and girls in the 260 TGEP schools in the four districts.
- Conduct classroom observation of teachers to evaluate teachers' proficiency in using TGEP pedagogies and materials in classroom instruction.
- Conduct modelling lessons and mentoring sessions to strengthen teachers' competence and performance using classroom-inclusive teaching strategies.
- To work with pupils of the Girls and Boys Clubs to provide strong awareness of the relevance of GBC activities in supporting their academic proficiency in the learning process.

The activities are discussed as

**I. Classroom Observation of Teachers:** This activity supported TGEP staff in observing classroom instructions done by teachers to evaluate the effective use of TGEP methods in selected schools. The main focus of this activity was to monitor and evaluate teachers on classroom

application to determine the progress and challenges teachers experienced in using TGEP evident-based methods and teaching resources in conducting meaningful classroom instruction. The M&E team developed a classroom observation rubric to measure teachers' progress and challenges in teaching-learning.

The classroom observation rubric used contained Gender Responsive Pedagogies (GRP) and inclusive teaching methods to ensure the effective participation of pupils in learning. This evaluative activity allowed TGEP staff to identify teachers with worrisome challenges in using TGEP methods to be mentored to reinforce their competence and performance. The table below shows the teachers who participated in the classroom observation in the four (4) TGEP districts:

**Table 1. District Total Attendance of Teachers**

Districts	No. of Schools	Attendance		
		Female	Male	Total
Western Rural	30	11	19	<b>30</b>
Port Loko	29	08	21	<b>29</b>
Karene	27	06	21	<b>27</b>
Bonthe	25	09	16	<b>25</b>
Grand Total	<b>111</b>	<b>34</b>	<b>77</b>	<b>111</b>

The table above shows that 111 teachers were observed in the M&E classroom instruction activity conducted in the four (4) TGEP districts. In terms of gender, 34 female and 77 male teachers participated. However, these numbers do not indicate gender parity.

**I. Modelling and Mentoring:**

The modelling and mentoring sessions were done in schools where the TGEP team detected that the teachers were challenged using TGEP methods and materials in meaningful classroom instruction. TGEP staff prepared and demonstrated lessons to guide teachers in infusing TGEP methods into classroom instruction. This was followed with post-session mentoring in which the TGEP team discussed successes and challenges identified during the classroom observation. The modelling approach confirmed the TALLE-RSL philosophy of "Teaching for Learning", centring on how "Showing is done rather than Telling". This approach allows teachers to work closely with TGEP staff to discuss lesson plans and methodology challenges. The table below constitutes teachers who participated in the mentoring sessions:

Table- Constitute teachers who participated in the mentoring sessions.

Districts	No. of Schools	Attendance		
		Female	Male	Total
Western Rural	30	95	44	<b>139</b>
Port Loko	29	31	100	<b>131</b>
Karene	27	06	21	<b>27</b>
Bonthe	25	39	29	<b>68</b>
<b>Grand Total</b>	<b>111</b>	<b>171</b>	<b>194</b>	<b>365</b>

Details from the table above show teachers who participated in the mentoring sessions in 111 and eleven in the four TGP districts. One hundred seventy-one females and 194 males participated in conducting the activity. This makes up a total of 365 teachers who participated in the activity.

### III. Girls and Boys Survey:

This was an evaluation measurement survey conducted to track the satisfaction level of members of the Girls and Boys Club in conducting the activities of the GBC in One Hundred and Eleven Schools. This was done in response to the design indicated in the TGEP Project workplan and measurement framework to determine pupils' interest and satisfaction in conducting GBC activities. The focus of this activity was to evaluate the impact of GBC in promoting good teaching and learning situations that support improved academic performance of girls and boys in their journey to attain sustainable quality education.

A significant outcome indicated that the GBC activities have positively contributed to providing a safe learning environment for the promotion of literacy skills, Sexual and Reproductive Health Rights (SRHR), Gender-Based Violence (GBV), academic proficiency learning skills, and extracurricular activities (debating, group discussion, public speaking, reporting, and leadership skills). The table below shows the statistics of Girls and Boys who were interviewed by the TGEP staff in the four (4) districts:

**Table 3- Statistics of Girls and Boys who participated in the GBC survey.**

Districts	No. of Schools	Attendance		
		Girls	Boys	Total
Western Rural	30	60	60	<b>120</b>
Port Loko	29	59	57	<b>116</b>
Karene	27	54	54	<b>108</b>
Bonthe	25	52	52	<b>104</b>
<b>Grand Total</b>	<b>111</b>	<b>225</b>	<b>223</b>	<b>448</b>

The table above shows that Four Hundred and Forty-Eight (448) Pupils participated in the GBC survey in Hundred Eleven Schools.

TGEP supervision and Field Staff Attendance:

The TGEP supervisors team played the leading role in working with field staff to ensure the successful conduct of the activities. The field staff worked with teachers to coordinate the activities. The number of supervisors and field staff is disaggregated in the table below:

**Table2- Supervision Team and Field Staff Attendance**

The table shows the team that participated in the March activities. This included the 10 School Support Coaches, 4 district coordinators and 4 TALLE-RSL/TGEP supervisors.

Districts	Supervision Team and Field staff		
	Female	Male	Total
Western Rural	3	1	4
Port Loko	3	1	4
Karene	1	2	3
Bonthe	0	3	3
TALLE-RSL/TGEP Supervisors	1	2	3
Grand Total	<b>08</b>	<b>09</b>	<b>17</b>

#### IV. Monthly Activities Outcomes

**Classroom Observation of Teachers:** TGEP staff were successful in doing classroom observation, classroom instruction, modelled lessons, mentoring teachers, and providing on-the-spot co-teaching, struggling to connect with their learners following the school timetable in teaching various subjects in the primary school timetable.

**Modelling and Mentoring:** TGEP staff successfully demonstrated lessons and co-teaching in some schools in various classrooms.

**Girls and Boys Survey:** The survey unveiled that the GBC activities have positively contributed to providing a safe learning environment for the promotion of literacy skills, Sexual and Reproductive Health Rights (SRHR), Gender-Based Violence (GBV), academic proficiency learning skills, and extracurricular activities (debating, group discussion, public speaking, reporting, and leadership skills).

#### II. Summary of Activities for the Month

Output or immediate outcome # on Logic model	Activity planned in workplan	Changes made	Status (C/IP/NS) C=complete IP=in progress NS=not started
Xxxx	Classroom Observation of Teachers	Evident changes happened mainly in conducting classroom observation. This can be attested as follows: -Observation of teachers in classroom delivery of lessons. -Co-teach with teachers. -Worked with teachers to discuss TGEP interactive teaching strategies that support pupil effective participation in lesson delivery.	IP



		-Discussed the components of the classroom observation rubric.	
XXXX	Modelling and Mentoring	-Designed and demonstrated lessons and co-teaching in some schools in various classrooms. -Conducted mentoring sessions to explain challenges identified during a classroom observation.	C
XXXX	Girls and Boys Clubs Survey	-Focal teachers presented updates on the activities of the GBC activities -Focal teachers shared success stories of change in promoting pupils' academic excellence through GBC activities like debating.	C

### III. Key Highlights from the Activities

Nine Hundred and Forty-Nine (949) people were involved in the activities discussed in this report.

These included the following:

- 111 teachers were observed in classroom lesson delivery in the four districts.
- 365 teachers participated in the mentoring sessions.
- 448 Girls and Boys Club members participated in the GBC survey.
- 14 TGEF staff conducted the March activities
- 3 TALLE-RSL-TGEF staff supervised the monthly activities.
- 8 persons constituting MBSSE, TSC, and district Council provided oversight supervision of activities.

### IV. Meetings/Conferences (Internal Or External)

Date	Meeting attended	Key highlights	Action for follow-up
March 2023	-TGEF DC and SSC conducted Mentoring Sessions	<ul style="list-style-type: none"> <li>▪ TGEF field staff mentored teachers on classroom instruction.</li> <li>▪ Discussed TGEF Methods and how they can be infused with lesson instruction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers to review lesson plans to infuse appropriate teaching strategies.</li> <li>▪ Headteachers to use the classroom observation rubric to conduct classroom</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Discussed components of the classroom observation rubrics to guide teachers on approaches to effective classroom instruction.</li> </ul>	observation of their teachers.
March 2023	SSCs and DCs Met with the focal teacher and GBC members	<ul style="list-style-type: none"> <li>• Conducted discussions with GBC members to brief them on the survey's focus.</li> <li>• Worked with Focal teachers to discuss the challenges and successes of the GBC activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Focal teachers to collate GBC documents (attendance registers) for submission to the TGEF field staff.</li> <li>▪ TGEF staff to observe and witness the activities of GBC in upcoming M&amp;E activity.</li> </ul>

## V. Challenges

These include the following:

- Most teachers who have participated in the TGEF training have left some schools and have been replaced by new teachers. This has increased the workload of TGEF staff in mentoring and supporting a cohort of new teachers to gain mastery of TGEF methods.
- The classroom observation showcases the need to support teachers in identifying and infusing TGEF methods in lesson instruction.
- Some teachers find implementing the TGEF strategies in other subject areas difficult. They only focus on the TGEF supplementary books. This was seen in the lesson
- That monthly monitoring and mentoring activities of teachers are helpful to improve the teachers' lesson preparation and delivery and use of strategies in the classroom.

## VI. Actions Taken to Overcome the Challenges

The following actions were adopted to overcome the challenges:

- Conducting the classroom observation, BGC Survey and mentoring at the same time, reducing staff efficiency in conducting the activity
- During modelling sessions, SSCs explained to teachers the importance of writing the lesson's outcomes and presented them to the pupils

## VII. Lessons Learned

The following were significant lessons learned from the activities:

- Conducting evaluative assessment to measure outcomes is significant to achieving positive results. The BGC survey helps measure club members' satisfaction levels and how effective the BGCs are in TGEF schools.
- Working with beneficiaries: teachers, parents, and pupils require regular engagement to discuss successes, achievements, and challenges and collectively take actions that respond to the needs of all actors. This will lead to ownership, sustainability and effective implementation.
- Regular monitoring and mentoring help to keep track of project activities and assess teachers' progress in school.

## **VIII. Recommendations**

- TGEF staff should continue designing lesson plans to conduct modelling instructions in various classrooms further to strengthen teachers' understanding of appropriate classroom delivery strategies.
- TGEF Staff should work with focal teachers and school management committee members to conduct community outreach to raise awareness of GBC's relevance in supporting pupils' academic well-being.
- There is a need to repair all faulty radios in TGEF Schools so that teachers will frequently use them.

## **4. M&E, CLUSTER MEETING, SCHOOL PROFILING AND TRANSITION RATE**

These activities included cluster meetings, profiling pupils' enrollment, and tracking the progress and transition of pupils to junior secondary schools. The cluster meetings were conducted in the four TGEF districts with the theme "strengthening teachers' skills in using classroom methods through effective lesson planning and demonstration". Survey tools were developed to investigate the effective use of the TGEF teaching and learning resources and how the Girls and Boys Clubs in the 260 schools influenced pupils and teachers. MBSSE, TSC, and District Council representatives provided oversight and supervision of the activities. The following objectives guided the implementation of the activities:

The following were the main objectives of the activities:

- Promoted teacher capacity building through Continuous Professional Development (CPD) practices.
- Allowed teachers to take centre stage to exhibit their expertise in classroom delivery through a community of practice model for sustainability.
- Achieved the theme of strengthening teachers' skills in using classroom methods through effective lesson planning and demonstration.
- Collected pupils' enrollment to determine promotion and drop out of schools.
- Collected data on the progression and transition rates of pupils

- Strengthened the effective and meaningful use of the TGEP teaching and learning resources to develop lesson plans.

The project implementing team worked with the teachers, headteachers and education stakeholders to conduct the planned activities in the 260 schools in the four districts. The process and strategies involved in the implementation process of the four activities are discussed as outlined below:

### **I. Cluster Meeting.**

The cluster meetings were conducted at cluster levels in the 39 clusters constituting the 260 schools in the four project districts of Bonthe, Karene, Port Loko and Western Rural. These meetings were done in April 2023. The activity focused on strengthening teachers' skills in effectively using Gender-responsive pedagogies (GRP) and Literacy methods that promote inclusive education in meaningful classroom instruction. The entire cluster meeting sessions were guided through lesson planning and demonstration. The focus was to support teachers in comprehensively mastering the GRP literacy pedagogy and fostering sustainability in classroom practices.

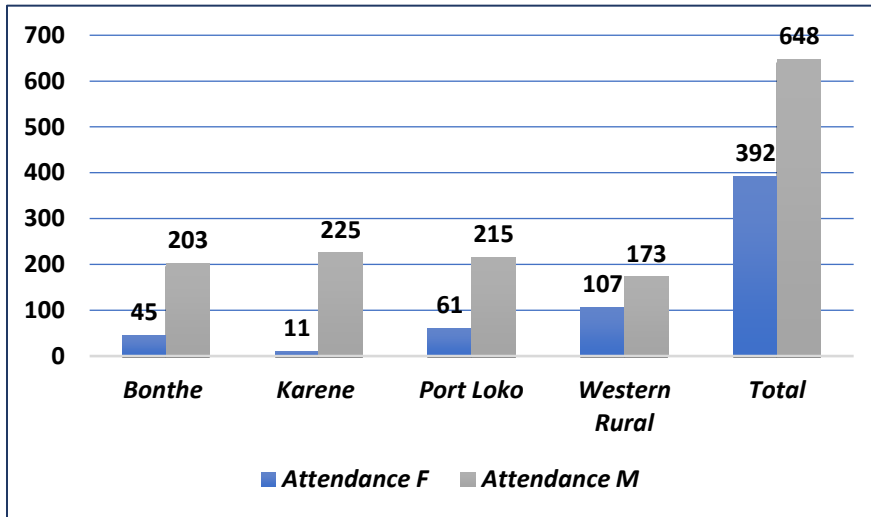
The TGEP field staff facilitated the cluster meeting sessions to assure quality delivery and sustainability of practice by teachers in classroom instruction. The facilitators guided and mentored the teachers and placed them at the centre of the sessions to plan lessons, model, and identify classroom teaching strategies used for lesson demonstration.

The use of TGEP teaching and learning materials- TGEP supplementary readers, MP3 Radios, Anthology, and Puberty guide books was reinforced. It was a comprehensive practical demonstration assessment of teachers within and among clusters in using the GRP/Literacy teaching methods to teach across the primary school subject timetable with specific subject components- Reading and Listening Comprehension, Spelling and Dictation, Literature and Drama, Language Arts, Math, and Social Studies. The particular support given by TGEP staff was guiding the lesson planning, observing lesson delivery, debriefing, and conducting the sessions.

This approach was successful due to TALLE-RSL's professional development drive in supporting project staff in conducting in-house interactive classroom mentoring schemes, which aided the successful implementation of project activities.

The total number of teachers who participated in the cluster meetings is 1,040, as shown in the following figure:

**Figure 1. A Representation of Cluster Meeting Attendance**



The figure above shows a 100% attendance of TGEP teachers during the cluster meeting sessions.

The total number of teachers that attended the cluster meetings. Western Rural indicated the highest number of female attendees, and Karene recorded the lowest.

Overall, 648 males and 392 females participated. This indicates more male participation than female, confirming no gender parity among the TGEP teachers.

Aside from the teachers, the TGEP staff played a pivotal role in working with teachers in the four districts to conduct the cluster meetings as planned. The table indicates staff attendance:

**Table 2- staff attendance by district**

Districts	Coaches and DCs as Mentors District		
	Gender		Total
	Female	Male	
Bonthe	0	3	<b>3</b>
Karene	1	2	<b>3</b>
Port Loko	3	1	<b>4</b>
Western Rural	3	1	<b>4</b>
Supervision	1	2	<b>3</b>
<b>Grand Total</b>	<b>07</b>	<b>07</b>	<b>14</b>

The table above constitutes field and supervisory staff who attended the conduct of the cluster meetings in the four districts. The supervision focused on guiding the facilitation and participation of the teachers working together to attain mastery of the following:

- Plan lessons on using methods to teach GRP Literacy and inclusive education.
- Use teaching and learning resources: readers, guides and MP3 radio player to conduct meaningful classroom instruction that promotes quality learning outcomes among pupils.
- Conduct continuous mentoring and evaluation of pupils in classroom instruction.

**A. Outcomes of Cluster Meeting:** Tracking activity response to the theme “*strengthening teachers’ skills in the use of classroom methods through effective lesson planning and demonstration*”, the following were the outcomes of the April 2023 cluster meetings:

- Teachers increased their comprehension in identifying methods/strategies for teaching subjects in the primary school timetable – Reading comprehension, Listening Comprehension using the MP3 radio, reading fluency, vocabulary development, Social Studies, Environmental Science, Literature and Drama and independent writing.
- Teachers worked in groups at cluster levels and wrote lesson plans, demonstrated, debriefed and did several guided practices through the support of the TGEP coaches and DCs.
- The effective use of the TGEP teaching and learning materials- the 16 titled supplementary readers, MP3 radios, Anthology, and Puberty books was evident during their preparation of lesson plans for guided practice demonstration.
- Increased knowledge in identifying cooperative teaching and learning methods and practised the appropriate application in lesson delivery.
- Having a clear understanding of the relationship between lesson introduction and lesson development is vital in teaching for learning. This has helped the teachers grow in dealing effectively with the parts of a lesson and their connective characteristics.
- Effective lesson planning and delivery: Teachers worked individually and in groups to prepare pupils-centred lesson plans that captured the three parts of a lesson. During lesson delivery, teachers ensure interactive participation, the use of gender language, and the use of TGEP materials are evident to support comprehension.

**B. Cluster Meeting Supervision:** A survey and focus group discussions were used to conduct the cluster meeting supervision focusing on pupils' learning outcomes. This activity unveiled an understanding of what needs improvement, how the designed activity meets its objective and how well the project theory of change has affected the schools and community.

Cluster meetings were conducted in all the clusters in the 4 TGEP districts. The supervisory team used a tool/rubric to collect data using the Kobo toolbox to save the data. The data was later collated into a spreadsheet, cleaned and analysed using the Spreadsheet analytic tool and Statistical Package for Social Scientists (SPSS) to generate frequency counts, tables, percentages, and graphs.

**C. Findings from the Cluster Meeting:** According to the data collected on the cluster meeting supervision, it is evident that the cluster meeting was successfully implemented as per the desired design of the cluster activities. The details of the outcomes are further shown in the table below.

Indicators	Mean Score
1. Regarding the objectives, how appropriate was the content delivered?	4.7
2. Were the materials used during the activity appropriate and efficient?	4.6
3. How would you rate the total performance of the DC/SSC facilitator in lesson modelling?	4.2
4. Is gender-responsive pedagogy/literacy skill adequately integrated into the modelled lesson?	3.9
5. To what extent were the learning outcomes achieved	4.1
6. Does the content knowledge of the cluster meeting meet participants'/learners' needs?	4.2

The table above shows the mean scores of the cluster meeting supervised. Interestingly, the data shows that the activity objective was well delivered, with a mean score of 4.7; also, materials used during the activity were appropriate and efficient, and all other indicators were well implemented according to the table above except Gender Responsive Pedagogy/Literacy skill which has a mean score of 3.7 indicating that GRP/Literacy was not adequately integrated into the lesson as per the other indicators. This is further depicted in the chart below.

## II. Boys and Girls Clubs Focus Group Discussion Outcomes

The data collected on focus group discussion shows that 177 teachers (58 females and 199 males) consented to participate in the group discussion in all nine clusters sampled in the four-project district. Four main themes surrounded the discussion:

- The impact of Boys and Girls Clubs
- TGEP Teaching and Learning Materials
- SMC Involvement in TGEP activities
- Transition Rate of Class 6 pupils to Junior school

The most outstanding outcomes of the focus discussion are as follows:

**A. The impact of Girls and Boys Club (GBC):** During the focus group discussions with teachers regarding the Girls and Boys Club (GBC) in schools, it was discovered that students in the program worked participative by exchanging personal experiences to enhance their reading, writing, and communication skills. In addition, GBC members engaged in significant discussions about health awareness, which positively impacted students' hygiene. These activities perfectly aligned with the vision for implementing GBCs in schools.

**B. TGEP Teaching and Learning Materials:** During the focus group discussion, teachers revealed that TGEP materials such as supplementary readers, MP3 radio players & Anthologies,

Puberty books and Girls’ and Boys’ Clube guides were used frequently in daily and weekly sessions to teach various subjects in all the classes 4-6. Teachers further demonstrated that the teaching-learning materials created a conducive context for the meaningful use of Gender-responsive teaching and learning materials to support pupils’ learning outcomes.

### **I. School Management Committee (SMC) Involvement in TGEP**

The role of SMC in supporting the sustainability of TGEP is pivotal. Teachers revealed that members of the SMC of the 260 TGEP schools in the four districts worked closely with school heads in monitoring the use of the materials, protecting their safety, guiding the safety and wellbeing of members of the Boys and Girls Clubs, and participating in regulating the smooth management of schools.

**A. Sustainability Plans:** Teachers shared sustainability plans such as community outreach, stakeholders’ engagement, and reading culture that would be adopted to ensure the impacts of TGEP activities are maintained.

### **II. Profiling Enrollment, Promotion and Dropout Pupils**

The profiling of pupils’ enrollment, promotion and dropout rates in the 260 schools has been a continuum in the implementation process of TGEP. This Pupils’ Profile was conducted to measure the number of pupils enrolled, promoted and dropped out of school in the 2021/2022 and 2022/23 academic years. To access the number of pupils, the TGEP staff were assigned to collect data from the TGEP schools within the two academic years under review. The table below shows the disaggregated data on school enrollment, promotion, and dropout of pupils in the 260 TGEP schools covering the two academic years:

**Table 3. Shows enrollment disaggregation.**

Districts	Enrollment 2021/22		Promoted 2021/22		Drop Out 2021/22		Total	Enrollment 2022/23		Total
	Gender		Gender		Gender			Gender		
	Girls	Boys	Girls	Boys	Girls	Boys		Girls	Boys	
<b>Bonthe</b>	4,508	4,244	3,887	3,699	581	520	<b>8,752</b>	4,341	4,102	<b>8,443</b>
<b>Karene</b>	4,260	4,440	3,631	3,816	686	626	<b>8,700</b>	4,228	4,576	<b>8,804</b>
<b>Port Loko</b>	6,053	5,700	5,149	5,422	608	522	<b>11,701</b>	5,140	5,855	<b>12,036</b>
<b>Western Rural</b>	7,286	7,015	6,683	6,364	555	606	<b>14,301</b>	7,475	6,988	<b>14,463</b>
<b>Total</b>	<b>22,107</b>	<b>21,399</b>	<b>19,350</b>	<b>19,301</b>	<b>2,430</b>	<b>2,274</b>	<b>43,454</b>	<b>21,184</b>	<b>21,521</b>	<b>43,746</b>

The analysis in the table above shows the number of pupils enrolled in the 2021/22 academic year compared to the 2022/23 academic year. The total school enrollment of pupils in the 2022/23



academic year shows an increase in pupils' enrollment, indicating 43,746 pupils compared to 2021/22, with 43,454 pupils. This shows an increase of 292 pupils in 2022/23. However, we could not reach the promotion and dropout data because the 2022/23 academic year has not ended. It is interesting to note that there is an improvement in pupils' academic performance.

**A. Outcomes of Pupils Enrollment Profile:** The profiling of pupils was successful in unveiling the following outcomes:

- The outcomes of the pupils' profile on enrollment, promotion and dropout rates in 2021/2022 and 2022/23 adequately inform project stakeholders and the government of the number of pupils the TGEP project had impacted.
- The enrollment data covered the 260 schools in the four TGEP districts. The data showed disaggregation of gender at each step of the way.
- The data could help measure the project's impact on access and progression and help project stakeholders proffer possible solutions to dropout pupils. It provided a platform for further enquiries into the causes of the dropouts in the affected schools.
- It helped identify the district with the highest percentage for access, promotion and dropout rates. This will re-direct or direct the nature of intervention in terms of responding to essential matters arising from the implementation process of TGEP.

Overall, the TGEP field staff conducted this component of the April M&E activities successfully as planned.

### III. Summary of Activities for The Month

Output or immediate outcome # on Logic model	Activity planned in workplan	Changes made	Status (C/IP/NS) C=complete IP=in progress NS=not started
<b>Activity</b>	<b>Cluster Meeting</b>	<p>Evident changes happened mainly in designing lesson plans, identifying TGEP strategies, classroom learners-centred instruction skills and gender-inclusive teaching. This can be attested as follows:</p> <ul style="list-style-type: none"> <li>• Teachers worked with their cluster members to prepare lesson plans for guided practice.</li> <li>• Some teachers demonstrated mastery of using the MP3 radio player and anthology.</li> <li>• Teachers categorised the Literacy strategies into the three stages of a lesson:</li> </ul>	IP

		<p>introduction, lesson development and conclusion.</p> <ul style="list-style-type: none"> <li>• Teachers were successfully placed at the centre. They took the role of TGEP staff in modelling, debriefing during guided practice sessions and providing feedback to their colleague teachers on successes and challenges.</li> <li>• The meaningful use of TGEP materials to facilitate learning was evident throughout the activity.</li> <li>• The effective use of GRP/Literacy teaching methods to teach across subjects in the primary school timetable was demonstrated and came out firmly.</li> </ul>	
<b>Activity</b>	<b>Pupils' Enrollment Profile</b>	<ul style="list-style-type: none"> <li>• This was a sensitive sub-component of the April activities. Its focus was to collect accurate data on pupils enrolled, promoted and dropped out of school for the academic years- 2021/22 and 2022/23. Some of the key highlights of this activity included the following: <ul style="list-style-type: none"> <li>▪ Provided adequate data that informed project stakeholders and the government of the number of pupils the TGEP project has impacted.</li> <li>▪ The data-informed stakeholders about the district with the highest access, promotion and dropout rates and percentages.</li> <li>▪ It re-directed or directed the nature of interventions regarding the teachers' and pupils' weaknesses and strengths.</li> <li>▪ It created a platform for investigating the causes of dropouts in the affected schools. It gives way for community engagement to discuss solutions to curb the incidences of school dropouts.</li> </ul> </li> </ul>	C

		<ul style="list-style-type: none"> <li>▪ The pupils’ enrollment data collected covered the 260 TGEP schools in the four project districts.</li> <li>▪ The data showed gender disaggregation for each district and variables – enrolled, promoted and dropouts.</li> </ul>	
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#### IV. Key Highlights from the Activities

One Thousand and Sixty- Five (1,065) people were involved in the activities discussed in this report. These constituted the following:

- 1,040 teachers and head teachers participated in the cluster meeting and focus group sessions at the cluster level in the four districts.
- 14 TGEP staff conducted the cluster meetings, and 3 TGEP management staff supervised roaming.
- TGEP directly impacts 43,746 pupils (21,184 females & 21,521 males) in the 260 schools in four districts in the 2022/2023 enrollment data source.
- 8 Education stakeholders representing (MBSSE, TSC, and district Council) representatives provided oversight supervision of the two activities.

#### V. Meetings/Conferences (Internal or External)

Date	Meeting attended	Key highlights	Action for follow-up
6 <sup>th</sup> April,2023	-TALLE-RSL PMC Meeting- setting plans for the cluster meetings and pupils’ enrolment profiling.	- Conducted the CPD of staff through in-house sessions for the M&E, Cluster, and school enrollment. The theme of the cluster – <b><i>‘strengthening teachers’ skills in using classroom methods through effective lesson planning and demonstration’</i></b> was achieved.	-Develop rubrics and an agenda for the in-house session with lesson planning and demonstration across subjects - Design schedules for the cluster meetings. -Designed a tool for the enrolment data collected. -Wrote letters to education stakeholders for support in the activity. -Prepare the minds of teachers for the cluster

			meeting and enrollment data collection.
17 <sup>th</sup> – 30 <sup>th</sup> April 2023.	-TGEP Teams comprising DCs and SSC completed cluster meetings	-Worked with teachers to gain mastery of the use of the MP3 radio player and anthology. -Guided teachers to design lessons on their own to teach. -Supported teachers in identifying different strategies to do lesson presentations: <ul style="list-style-type: none"> <li>▪ Worked with teachers to assess early and upper Reading skills.</li> </ul>	- Investigation on the causes of dropouts in the affected schools. -Conduct community engagement to discuss solutions to curb the incidences of school dropouts.
17 <sup>th</sup> – 30 <sup>th</sup> April 2023	SSCs and DCs conducted guidance and mentored teachers during the cluster meetings.	-Worked with teachers to design lesson plans to teach various subjects. -Observed teachers in lesson delivery. -Mentored teachers in lesson planning and classroom instruction. -Conducted feedback sessions on the outcome of lesson delivery. -Teachers were put at the centre of the activity in using TGEP strategies and how they are infused into the lesson plan.	-TGEP staff will design lessons and conduct mentoring sessions with other schools in their clusters. -TGEP staff will conduct a holistic evaluation of the use and availability of TGEP materials in schools.

## VI. Challenges

Even though there was an improvement in teachers' holistic performance, there were challenges in some areas that needed more support and effort to optimise practice and sustainability. These included the following:

- Teachers struggled to design lesson plans that were pupil-centred. This shows that they have not been writing lesson plans to sustain the practice of conducting classroom instruction.
- The charging bases of some MP3 radios were damaged, so it was evident that some MP3 radios are not used in classroom instruction. As a result, teachers were not fluent enough in using the MP3 radios effectively.
- Teachers have still not mastered using literacy strategies to teach comprehension and reading.
- Teacher replacement is a common practice in the project due to causes such as retirement and transfers. This attrition among trained TGEP teachers has been affecting the sustainability of the practice of the new methods and inclusive education strategies.

## **VII. Actions Taken**

The following actions were adopted to overcome the challenges:

- Teachers were encouraged to work as a team, which will increase their knowledge in their professional work.
- It was concluded that they should use the MP3 radios regularly in their lesson delivery. This will help them become good at using it.
- TGEP staff demonstrated lessons and used interactive teaching strategies to ensure that all teachers emulate and translate them to their classrooms during teaching.
- The TGEP team worked with teachers to identify strategies in the teachers' manual for teaching Reading and Listening comprehension and subjects across the primary school timetable.
- The TGEP Team has been working with district education stakeholders to curb the act of transferring and paying trained in-service teachers that will support project models of the intervention.

## **VIII. Lessons Learned**

The following were significant lessons learnt from the activities:

- That the cluster meetings facilitators used appropriate tools to help teachers improve their teaching skills. This gave them the zeal and audacity to try new strategies in their teaching.
- Putting teachers in the centre of activities gave them the leverage to learn freely without too much disconnection. This approach confirmed that teachers are responsible for improving pupils' school learning outcomes.
- By guiding the teachers side by side during their practice, they could identify some of the cooperative learning strategies.
- Allowing them to be at the centre helped TGEP staff categorised teachers as good, better, and average, as the case may be. From this background, staff now understand their weaknesses and strengths, so they know areas to help them.

## **IX. Recommendations**

- The mentoring and coaching sessions should be conducted throughout the end of the project and should include all TGEP schools.
- TALLE-RSL management should conduct joint monitoring teams at the project sites to evaluate the project's impact and what areas need more intervention and attention.
- The project team should encourage teachers to continue conducting TLC meeting sessions to discuss their successes and challenges in practicing CoP, GRP, and inclusive strategies/methods.
- Continuous professional support should be given to teachers to help further their mastery of the skills needed to conduct CoP activities to sustain the new pedagogies and practices.

## **5. M&E MONITORING OF TEACHING AND LEARNING MATERIALS**

This Monitoring and Evaluation (M&E) component discusses the monitoring, storing, accessing, and utilising TGEP teaching and learning materials in schools. The monitoring was conducted in June 2023, and our findings are presented here.

The focus of the activity was to inspect and ensure that the teaching and learning resources (readers, guides, MP3 players) distributed to the 260 TGEP schools were appropriately stored and the accessibility of these materials to pupils and teachers. Adequate access to appropriate teaching and learning materials, including textbooks, enhances quality teaching and learning outcomes among pupils and teachers. The objectives that guided the monitoring process included the following:

- **Availability and Access:** Check to ensure all pupils and teachers have access to appropriate TGEP teaching and learning materials. This includes textbooks and supplementary materials.
- **Effective Use:** Monitoring how effectively TGEP classroom learning materials are used. It is essential to assess whether teachers are incorporating the TGEP materials into their teaching practices, using them regularly, and following the book guidelines. Observing teacher-learner interactions can help evaluate how learning materials enhance instructional strategies and promote pupils' engagement and learning outcomes.
- **Storage of TGEP materials:** Monitoring the proper handling of TGEP materials and storage environment to avoid storing books in locations with a high risk of leaks or environmental extremes, such as attics or basements.

The activities included Counting materials, checking the availability of materials in safe storage and using TGEP teaching and learning materials. To clarify, the discussion of the activities will

contain questions and responses regarding the availability, access, storage, uses, status, and impact of the materials on teachers and pupils. These activities are discussed as follows:

**I. Monitor, Access, and Use TGEF Teaching and Learning Materials.**

This activity was designed to monitor and track all 260 TGEF schools on the teaching and materials being supplied to the schools to gather information on how the learning materials are adequately handled, accessed, and made available, as well as the effective use of these materials. The TGEF District Coordinators and School Support Coaches coordinated with the head teachers of the 260 schools to set the stage for the successful implementation of the activity.

**i. Sample and Tools:** The activity aimed to inspect 260 schools regarding the TGEF teaching and learning materials, but only 247 TGEF schools were monitored. The school support coaches and district coordinators utilised a tool/rubric to scan TGEF teaching and learning materials and collect, collate, and enter data into Excel for analysis. The descriptive analysis used Statistical Package for Social Scientists (SPSS) and Excel.

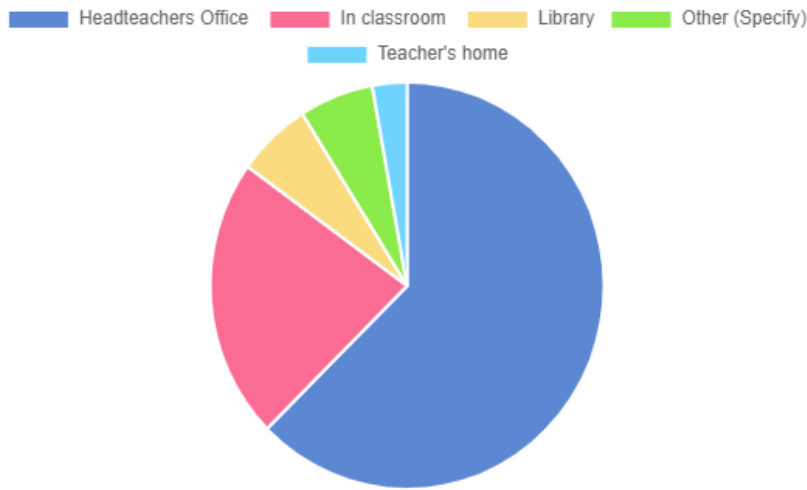
Table 1: School Sample Size and Response Rate

Districts	Target Schools	Actual schools	Response Rate %	Reason for variance
Western Rural	70	70	100%	Completed as expected
Port Loko	69	69	100%	Completed as expected
Karene	59	59	100%	Completed as expected
Bonthe	62	49	79.0%	Out of reach due to the heavy pour down of rain
Overall Total	260	247	95%	

The table above shows the number of schools targeted to be monitored in the four project districts. The western rural district observed 70 schools successfully, while the Port Loko and Karene districts targeted 69 and 59 schools, respectively, and completed their monitoring process. Unfortunately, Bonthe could only monitor 49 out of the intended 62 schools due to heavy rainfall preventing access to the remaining schools. This is further depicted in the graph below.

According to the data, it is worth noting that the TGEF teaching and learning materials were stored in different places by the head teacher. The chart below shows where TGEF materials are stored:

Figure 2: Storage of TGEP learning materials.

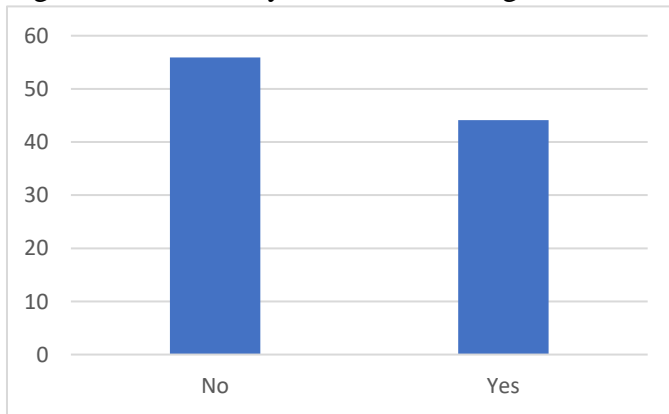


According to the chart, it has been observed that the majority of 62.35% of the teaching and learning materials related to TGEP (The Global Education Programme) are being stored in the Headteacher's office to ensure their safety and security. Furthermore, approximately 22.27% of said materials are kept in the

classrooms, whereas 6.07% are in the library. A small fraction of 7% is found at the teachers' homes, while 15% is stored in other areas.

**ii. Are the TGEP learning materials supplied sufficient for all the pupils in classes 4, 5, and 6?**

Figure 3. Availability of TGEP learning materials.



Based on the data collected, it is essential to highlight a significant finding. Of the 260 schools that received TGEP materials, 55.9% have inadequate materials to cater to all enrolled pupils in classes 4, 5, and 6. This shortage could be due to the continuous increase in the enrollment of pupils in these schools or material theft. However, 44.1% of schools have procured enough materials to meet their students'

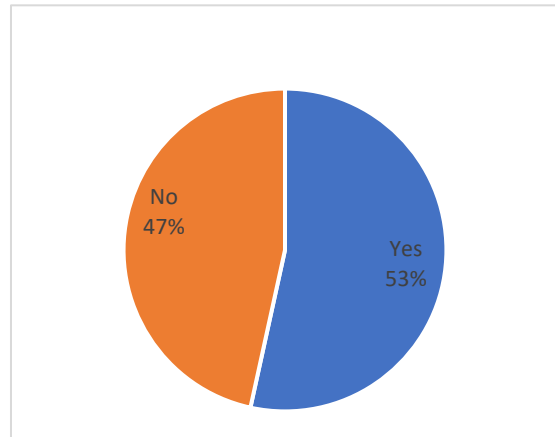
needs. This discrepancy in learning materials may negatively impact the quality of education provided to affected pupils. Therefore, more attention and intervention are necessary.

**iii. Are TGEP teaching and learning materials supplied to the school available?**

Figure 4. Percentage number of TGEP learning materials available in the school.

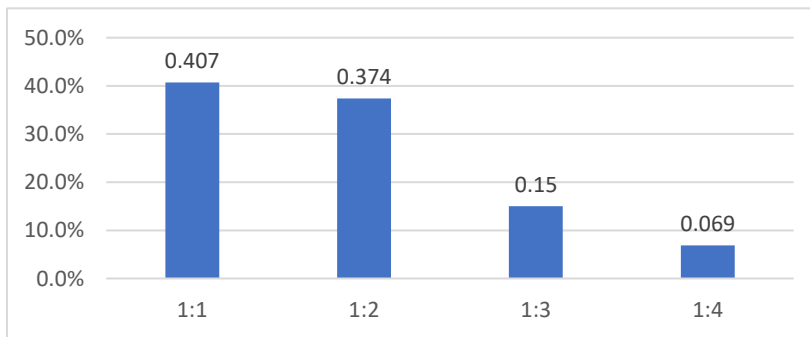


The chart provides a comprehensive breakdown of the percentage of TGEP learning materials that are currently available across a total of 260 schools. Notably, out of the total supplied materials, 53% of them are presently accessible and available to pupils and teachers alike. However, the remaining 47% of the materials are now missing, primarily due to reasons such as wear and tear of the materials and unfortunate incidents of theft. This data highlights the current status of TGEP learning materials and sheds light on the challenges teachers and students face in accessing them.



**iv. What is the ratio of TGEP books to pupils in your school per these categories?**

Figure 5. The ratio of TGEP learning materials to pupils in the schools

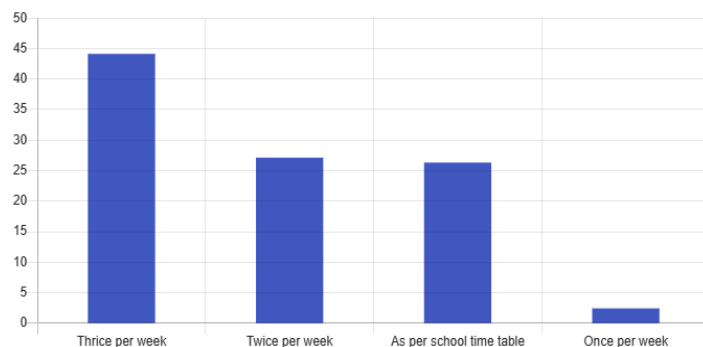


This chart shows the proportion of TGEP learning materials available to school students. The data indicates that 40.7% of TGEP schools provide a 1:1 ratio of learning materials, meaning one book per student. 37.4% offer a 1:2 ratio, with one book for every two students. 15% provide a 1:3 ratio, where one book is shared between three students, while 6.9% have a 1:4 ratio, where one book is shared between four pupils. These ratios have been adjusted due to the increased number of enrolled students.

15% provide a 1:3 ratio, where one book is shared between three students, while 6.9% have a 1:4 ratio, where one book is shared between four pupils. These ratios have been adjusted due to the increased number of enrolled students.

**v. How many times are the TGEP materials used per week?**

Figure 6. Use of TGEP learning material per week



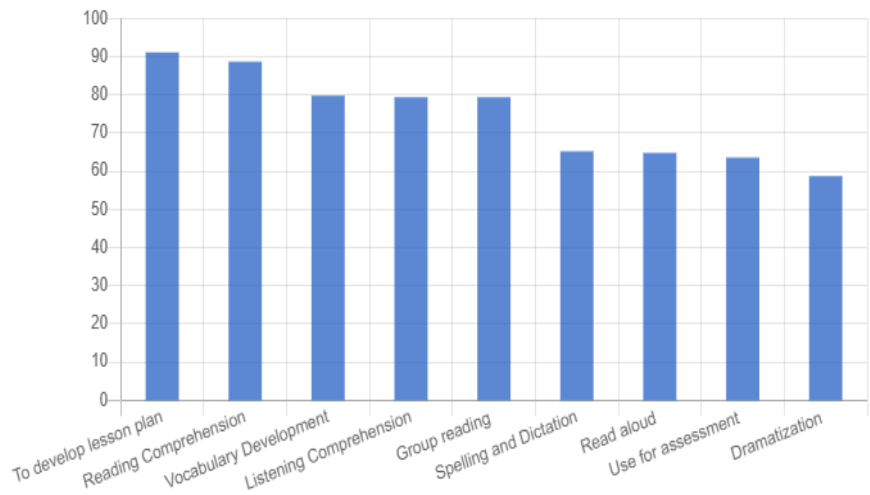
Based on the collected data, it has been revealed that the learning materials provided by TGEP have become increasingly popular among schools. 44.13% of schools have been utilising these materials thrice a week, while 27.13% have used them twice a week. Notably, 26.32% of schools have followed their timetable to use these

materials, indicating high flexibility and convenience. On the other hand, only a tiny 2.43% of

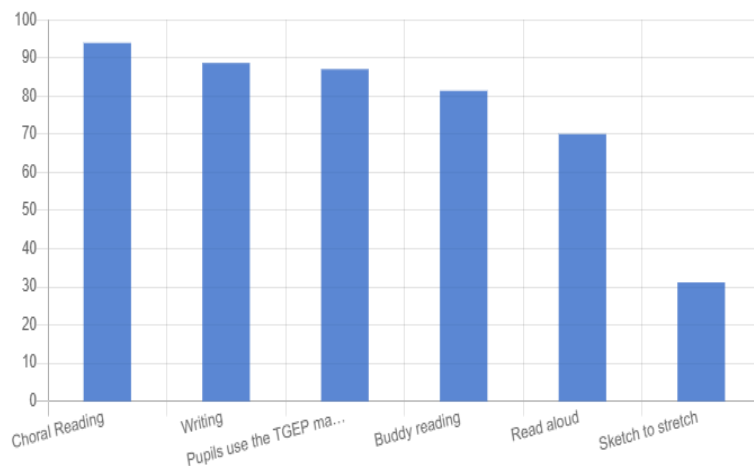
schools have been utilising TGEP's learning materials once a week. The statistics suggest that TGEP's learning materials have proven to be a valuable resource for schools, most frequently incorporating these materials into their lessons.

**vi. How do the teachers utilise the TGEP books for classroom instruction?**

After analysing the data, it becomes apparent that TGEP teaching and learning materials are valuable resources for teachers in their classroom instructions. Teachers effectively use these materials to enhance the quality of learning outcomes for pupils. The data reveals that 91.09% of teachers use TGEP learning materials to develop lesson plans. Furthermore, 88.66% of teachers incorporate these materials in teaching subjects such as reading comprehension, vocabulary development, listening comprehension, spelling, and dictation. This demonstrates the versatility and usefulness of TGEP materials in the classroom, allowing teachers to teach various subjects effectively.



**vii. How are the pupils utilising the TGEP resources to enhance their academic well-being?**



Upon conducting a thorough analysis of the provided graph, it is evident that the students are making optimal use of the TGEP learning resources to elevate their academic performance. Remarkably, 93.9% of these learners use these materials to undertake various activities, such as completing assignments and engaging in choral reading, writing, and sketching. These activities are

designed to broaden their knowledge and refine their skills in various domains, enabling them to attain their academic objectives efficiently. The outcomes of this comprehensive analysis serve as

a testament to the efficacy of the TGEP learning resources in bolstering the intellectual growth and development of the students.

## **II. Outcomes of the Activity**

- Based on the data collected, it has been revealed that a significant percentage of schools, precisely 55.9%, do not possess sufficient learning materials capable of catering to the academic needs of pupils in classes 4, 5, and 6. This inadequacy in learning materials could negatively impact the quality of education offered to pupils in these schools.
- It was discovered that the number of students enrolling in these schools has been steadily rising. As a result, there is a shortage of learning materials about the number of pupils. This scarcity of learning resources has become a significant concern for TGEP schools, hurting the quality of education. Hence, it is vital to distribute more teaching and learning materials to the schools.
- According to data that has been collected, it is evident that a considerable proportion of the TGEP mp3 radio players, precisely 38%, are defective and, therefore, require maintenance and repair to ensure optimal use of the technology in a classroom setting. This information highlights the need for prompt action to address these issues and ensure students can access fully functional and reliable devices to enhance their learning experience.
- TGEP library boxes are available in all schools. However, due to security, some head teachers kept the library boxes at home and brought them to school when needed.
- It has been observed that the accessibility of teaching and learning materials for the TGEP has significantly improved for both teachers and pupils. This increase in accessibility has proven to be highly beneficial in supporting classroom instruction.
- Further analysis has revealed that a significant portion of the TGEP materials, precisely 47%, are currently unaccounted for. This can be attributed to various factors, such as the natural wear and tear those materials undergo over time, as well as unfortunate incidents of theft. These missing materials represent a significant challenge that must be addressed to ensure the continued success of the TGEP program.
- It is also evident that teachers and pupils are utilising TGEP teaching and learning materials to develop lesson plans and incorporate these learning materials in teaching various subjects. Furthermore, pupils use these materials to complete assignments and engage in choral reading and writing, promoting literacy skills and language development among primary school students.

### III. Summary of Activities for the Month

Output or immediate outcome # on Logic model	Activity planned in workplan	Changes made	Status (C/IP/NS) C=complete IP=in progress NS=not started
Xxxx	Monitoring the use, accessibility, storage and availability of TGEp teaching and Learning materials in the 260 schools	<p>Evident changes happened mainly as follows:</p> <ul style="list-style-type: none"> <li>• Counted, recorded, and confirmed the availability of TGEp teaching and learning materials in all TGEp.</li> <li>• The exact number of MP3 radios that are faulty was confirmed and recorded as per schools.</li> <li>• The number of TGEp learning materials available in the 260 schools was confirmed and recorded.</li> <li>• All pupils in TGEp schools have access to and use TGEp learning materials regularly.</li> <li>• A plan to support the upcoming distribution of more TGEp teaching and learning materials to schools has been drafted due to the outcomes of the monitoring activity.</li> </ul>	C

### IV. Key Highlights from the Activities

One Thousand and Ninety-Nine (1,099) people were involved in the activities discussed in this report. These included the following:

- 247 head teachers worked with the TGEp team to monitor TGEp teaching and learning materials in the 260 schools.
- 14 TGEp staff monitored the TGEp teaching and learning materials.
- 3 TALLE-RSL-TGEp staff supervised monitoring of the TGEp teaching and learning materials.
- 8 persons constituting MBSSE, TSC, and district Council supervised the activities.

## V. Meetings/Conferences (Internal or External)

Date	Meeting attended	Key highlights	Action for follow-up
1 <sup>st</sup> – 3 <sup>rd</sup> June, 2023	TGEP Planning Meeting	<ul style="list-style-type: none"> <li>Designing of tools and discussion on how the monitoring of TGEP teaching and learning materials will constitute a meaningful impact</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and review the monitoring tools and contact teachers to inform them about the monitoring exercise.</li> </ul>
5 <sup>th</sup> June 2023	Engagement meeting with teachers to plan more on safeguarding and storage of TGEP materials	<ul style="list-style-type: none"> <li>Conducted briefing meetings with teachers to explain the relevance of the activity.</li> <li>Clarified roles of teachers to support the successful collation of data of the TGEP learning and teaching materials.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers work with the TGEP team in the conduct of the monitoring of teaching and learning materials</li> </ul>
5 <sup>th</sup> -16 <sup>th</sup> June 2023	Monitoring the use, accessibility, storage and availability of TGEP teaching and Learning materials in the 260 schools	<ul style="list-style-type: none"> <li>Data from the 260 TGEP schools was collated on the use, accessibility and storage of TGEP teaching and learning materials</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will devise guidelines on using TGEP teaching and learning materials to ensure proper care is taken for use.</li> </ul>

## VI. Challenges

These include the following:

- The exercise requires covering two schools per day. This was exhaustive due to the rainy season, considering the large number of TGEP teaching and learning materials available in schools.
- To avoid stealing TGEP materials in schools located in interior places, some heads stored the materials at home. It wasn't easy to access those teaching and learning materials in schools.

## **VII. Actions Taken to Overcome the Challenges**

The following actions were adopted to overcome the challenges:

- Headteachers and teachers were contacted early to inform them about the conduct of the monitoring of TGEP teaching and learning materials.
- Briefing meetings were held with teachers to request their support to enable the successful conduct of the exercise.
- Headteachers who kept the TGEP Teaching and learning materials at home for security reasons were encouraged to bring them to confirm their availability.
- Headteachers and teachers were encouraged to design logbooks to record the number of TGEP teaching and learning materials received and ensure proper care and usage.

## **VIII. Lessons Learned**

The following were significant lessons learnt from the activities:

- Monitoring of TGEP teaching and learning materials has unveiled the relevance of providing teaching and learning materials to improve teachers' and pupils' learning outcomes.
- The teaching and learning materials provided for TGEP schools have increased teachers' awareness of gender-responsiveness in teaching and learning.
- When teaching and learning materials are made available to learners, improvement in reading and interaction skills is enhanced.

## **IX. Recommendations**

- To enhance the learning outcomes in TGEP Schools, addressing and rectifying all malfunctioning MP3 radios is imperative. Ensuring these devices are correctly working will encourage teachers to incorporate them more frequently into their lesson plans and ultimately benefit the pupils' education.
- More TGEP teaching and learning materials should be distributed, and the practicum schools and other schools with higher enrollment should be prioritised.
- Distribution of TGEP teaching and learning materials should be extended to district libraries and Councils in the four TGEP districts.

## **6. BOYS & GIRLS, COP IN-SERVICE TEACHER TRAINING AND SURVEY ON ELIMINATING GBV.**

The reported activities were part of the Transforming Girls Education Project (TGEP) project measurement framework component. These included the following activities:

- Perceived in-school capacity for school administration to address and eliminate gender-based violence.
- Boys and Girls In-service teacher training
- Community of practice In-service teacher training.

### **I. Perceived in-school capacity for school administration to address and eliminate gender-based violence.**

The TGEP was a project implemented to address the pervasive nature of Gender-Based Violence (GBV) and its impact on girls' education. To address this issue, TGEP has developed a series of comprehensive training sessions designed to educate key education stakeholders, including School Management Committees (SMCs) and Teachers. The objective of these training sessions was to provide stakeholders/teachers with a deep comprehension of GBV concepts and equip them with practical tools that can be used to address GBV issues in their schools.

The TGEP intervention aimed to foster a safe and secure learning environment for all pupils by empowering stakeholders with knowledge and resources appropriate for combating GBV issues. Ultimately, the goal is to reduce and eliminate GBV from schools. To achieve this objective, the TGEP team conducted an activity that involved interviewing Education Stakeholders at the district level and school administrators (Headteachers) of selected schools in the four TGEP project districts.

### **II. Boys and Girls Club and Community of Practice**

Two important teacher training sessions were conducted between August 21st and August 26th, 2023. The first was the Boys and Girls Club focal teachers' and headteachers' in-service training, while the second was the Community of Practice training. These training courses provided a much-needed opportunity for teachers to refresh their skills and knowledge gained in previous training sessions. The newly acquired skills will enable them to effectively guide club members in conducting various learning activities, develop and instill self-confidence, promote team building, and encourage leadership expertise standards. These sessions were an essential part of the development of the education sector. They will positively impact the growth and success of the pupils in their journey to attain quality learning outcomes for their academic well-being.

### **III. Community of Practice (CoP)**

The CoP in-service teacher training was conducted to support teachers regarding the effective functioning of Community of Practice (CoP) activities. These activities included Teacher Learning Circle (TLC) and Cluster meetings. The training enhanced teachers' skills and knowledge in these areas. The successful implementation of the activities hinged on the following objectives:

- a. Interviewed Education stakeholders, head teachers and teachers on the impact of eliminating Gender-Based Violence in their schools.
- b. Recorded ways school administrators used to eliminate GBV in schools.
- c. Measured knowledge of school administrators about GBV and its related concepts.
- d. Recorded the challenges school administrators and education stakeholders faced while doing activities to eliminate GBV in schools.
- e. Refreshed teachers' knowledge of BGC activities to support pupils in the clubs to experiment.
- f. Discussed routines and practices in the conduct of COP.
- g. Engaged participants in role-plays of activities through guided practice.

The activities scheduled for discussion were implemented as outlined below:

#### **A. Perceived in-school capacity for school administration to address and eliminate gender-based violence.**

A study was conducted in the four-project district to evaluate the effectiveness of school administrators, education stakeholders, and school management committees in promoting awareness and eliminating gender-based violence in schools. A total of 153 schools were selected for this study, of which 41 schools were in Port Loko, 43 were in Western Rural, 35 were in Karene, and 34 were in Bonthe. These schools represent a subset of the 260 schools in the TGEP program. This study aimed to gather data on the impact of these key stakeholders on the awareness and prevention of gender-based violence in the participating schools. During the interview process, TGEP staff used a tablet phone containing the Kobo Collect app to interview and input participant responses. The interview aimed to understand the nature and extent of GBV in schools and identify ways to address this issue. The interview results showed that GBV is a pervasive problem in many schools in the four districts. However, through the comprehensive training sessions provided by TGEP, education stakeholders are now better equipped to address GBV issues in their schools. With continued effort and commitment from all stakeholders, TGEP is confident that GBV can be reduced and eventually eliminated from all TGEP schools in the four project districts.



**B. Outcomes from conducting interviews with stakeholders/teachers on the impact of eliminating gender-based violence in their schools.**

**Table 1 below shows the number of schools sampled.**

The table indicates that a comprehensive sampling of TGEF schools has been conducted across the four project districts. More specifically, the data shows that 43 schools in Western Rural, 41 schools in Port Loko, 35 in Karene, and 34 in Bonthe have been included in the sampling process. This information provides a more nuanced understanding of the scope and scale of the project's reach within each district. This information is depicted in Figure 1 below.

Value	Frequency	Percentage
Western Rural	43	28.1
Port Loko	41	26.8
Karene	35	22.88
Bonthe	34	22.22

**Table 2 indicates the number of stakeholders/SMC/teachers interviewed to perceive the elimination of gender-based violence in schools.**

Table 2 indicates the number of stakeholders/SMC /teachers/ administrators interviewed to perceive the elimination of gender-based violence in schools. There are 132 headteachers, 11 class teachers, 3 administrators and 7 stakeholders.

Value	Frequency	Percentage
Headteacher	132	86.27
Teacher	11	7.19
Other (please specific)	7	4.58
Administrator	3	1.96

**C. Administrators/stakeholders/teachers' understanding of gender-based violence.**

Table 3 below illustrates the awareness of teachers /administrators and stakeholders to eradicate gender-based violence in their schools and communities.

Value	Frequency	Percentage
Physical Violence	147	96.08
Sexual Violence	122	79.74
Emotional Violence	105	68.63
Gender-based discrimination	76	49.67
Psychological Violence	75	49.02
Social Violence	73	47.71
Other (please specify)	1	0.65

After analysing the gathered data, it is evident that most individuals involved in education, including headteachers, teachers, administrators, and stakeholders, are perceived to eliminate gender-based violence within both school environments and the wider community. Specifically, 85% of those surveyed are working

towards this important goal.

#### **D. Headteachers /teachers /stakeholders and administrators experienced Gender-based violence in their schools and communities.**

Table 4 represents the number of headteachers/teachers who have experienced gender-based violence in their schools and communities.

Value	Frequency	Percentage
Yes	132	86.27
No	21	13.73

According to the data provided in Table 4, a significant 86.27% of school administrators have reported experiencing gender-based

violence within their respective schools and communities. On the other hand, a much smaller percentage of, 13.73% have not experienced any form of gender-based violence. These statistics highlight the prevalence of this issue and the urgent need for effective measures to be put in place to address it.

#### **E. Do you think that eliminating gender-based violence in schools would have a positive impact on pupils?**

Table 5 represents how positive it is to eradicate gender-based violence in schools and communities.

Value	Frequency	Percentage
Yes	152	99.35
No	1	0.65

According to the statistics presented in the table, a staggering 99.35% of school administrators

across various regions and communities are strong advocates of eliminating gender-based violence within schools and the wider society. This highly encouraging figure highlights the growing awareness and collective efforts towards creating safer and more inclusive learning environments for students.

**F. The positive impact of eliminating gender-based violence in schools and communities.**

Table 6 shows some of the positive impacts in schools and communities when gender-based violence is eradicated.

Value	Frequency	Percentage
Increased safety for students	54	35.29
Improved academic performance.	46	30.07
Reduced bullying and harassment	24	15.69
Stronger relationships with teachers and peers	24	15.69
Increased mental and physical health.	4	2.61

The data presented in the table showcases the positive effects of eliminating gender-based violence in schools. Statistics reveal that if such violence is eradicated, 35.29% of schools will become safer places for students,

while 30.07% will witness an improvement in their academic performance. Additionally, 15.69% of schools will observe reduced bullying and harassment, and 15.59% will experience more robust bonds with their teachers and peers. Moreover, 2.61% of schools will report increased mental and physical health. Eliminating gender-based violence in schools is crucial to ensure a healthy, safe, and productive learning environment for students. This is represented in the chart below.

**G. Some of the challenges that need to be solved to eliminate gender-based violence in schools or communities.**

Table 7. exhibits challenges that need to be solved to eliminate GBV in schools and communities.

Value	Frequency	Percentage
Lack of awareness	102	66.67
Cultural norms	29	18.95
Gender stereotypes	20	13.07
Other (please specify)	2	1.31

The presented data highlights the explicit challenges that need to be addressed to eradicate gender-based violence in schools and local communities. As per the information illustrated in

the table, it is evident that 66.67% of the schools' administrators identified the lack of awareness as a significant challenge, followed by 18.96% who pointed out cultural norms as a barrier. Gender stereotypes were identified by 13.07% of the school administrators as a challenge, and 1.31% cited

other issues. Addressing these challenges effectively ensures a safe and secure learning environment for all pupils.

#### H. Some things that can be done to solve these challenges.

Table 8. shows ways that can be done to solve gender-based violence.

Value	Frequency	Percentage
Raise awareness of gender-based violence	134	87.58
Challenge cultural norms	15	9.8
Other (please specify)	3	1.96
Provide resources to survivors.	1	0.65

The provided table showcases effective measures that can be taken to tackle the issue of gender-based violence in schools. The data reveals that a significant % of administrators, amounting

to 87.58%, have identified that raising awareness about this issue can be crucial in addressing it. Additionally, 9.8% of the respondents suggested challenging cultural norms to combat gender-based violence. Only a tiny percentage of the administrators, namely 0.65%, recommended providing resources to survivors, and a mere 1.96% suggested taking other measures. These findings underscore the importance of creating awareness and working towards changing cultural attitudes and behaviours to prevent gender-based violence in educational institutions.

#### IV. Boys and Girls Club Focal teachers and Headteachers.

This activity focused on training new and refreshing old focal teachers on GBC activities to work with pupils to conduct BGC activities successfully in schools. Here, focal teachers are stuffed with knowledge on how to guide club members on BGC activities in a conducive learner-centred context. The BGC was for four days, and its theme was “**Interactive Learning with Fun**”. In that light, the agenda for the four days of BGC training included lesson planning and demonstration, guided practice and roleplays catalogued in an agenda that embedded different practices running through the four days, as shown below.



Day one included but not limited to covering activities in the BGC guidebook considering the following:

- Pre-Test.
- Teachers shared experiences on how to conduct BGC activities in their schools.
- Teachers develop rules and agreements for BGC sessions.

- Discuss and demonstrate skills for writing Informal Letters.

On day two, teachers developed skills as to how they should guide pupils in conducting BGC activities relating to:

- News writing and reporting.
- Spelling Competition.
- Supporting pupils' reading ability.
- Drama

Facilitators modelled lessons relating to the above items, engaged participants in debriefing sessions, and then grouped participants to do guided practice activities supported by presentations.

On day three, teachers developed skills in conducting the following.

- Community Outreach Sensitization.
- Debate.
- Quiz Competition.

Participants did demonstrations on community sensitisation during the training.

On day four, teachers developed action plans, developed vocabulary using the T-Chart for doing words opposite, reviewed contents and guided practice activities on the BGC guidebook and then responded to post-test questions. Here, facilitators used word games and alphabet games to develop words. In the word game, facilitators demonstrate using one word from which other words are formed, as seen in the photo below.

## **V. Community of Practice in-service Refresher Teachers Training.**

During the refresher training, various activities were conducted to achieve this objective. For instance, TLC scenarios were modelled to give teachers a clear understanding of how to work the sessions effectively. Additionally, lessons and presentations on subjects and topics taught in the upper primary were demonstrated to help teachers improve their teaching methods. Finally, debriefing sessions allowed teachers to reflect on their lesson sessions and receive constructive feedback.

The training provided teachers with the necessary support and guidance to conduct CoP activities effectively. This is expected to impact the quality of education offered to students positively.

As a component of TGEP for teachers, it was done to create a learning context where teachers and headteachers meet to discuss and share experiences relating to successes and challenges encountered in the classroom, discuss such issues and make action points. The training activity was designed to focus on, but not limited to, discussion, group work planning, presentations and debriefings, and role plays.

On day one's agenda, a pre-test was administered to assess what teachers already know about CoP activities, a review of COP activity was conducted, and the roles and responsibilities of the COP Structure were discussed using the COP Leadership Guide. Participants also discussed the successes and challenges in implementing TGEP activities and role-played the TLC Meeting Session. Participants also engaged in the carousel strategy to respond to prompts designed by facilitators, as shown in the photos below.

During day two of the CoP sessions, facilitators and participants engaged in the following activities.

- Discussed the TLC Guidebook
- Identified and wrote challenges in conducting COP activities.
- Role-played TLC Scenarios.

The facilitators administered the post-test to assess participants' knowledge acquisition of what they were engaged in throughout the two days. Conclusively, both trainings were full of discussions, role-plays, guided practices, group works and presentations, as shown below:

- i. **Discussion sessions** – Participants read the BGC and COP manuals in their groups. For each topic introduced, participants were encouraged to share their views, bringing out solutions and recommendations on supporting club members for interactive BGC meetings and effective conduct of COP sessions in their Schools.
- ii. **Role-play Sessions:** Role-play sessions were focused on the effect of early marriage and how it can be prevented, teenage pregnancy and its effect on pupils and how teachers can prevent school-related gender-based violence. These role-plays helped teachers and parents know their roles in ensuring pupils are supported and prevented from early pregnancy and school-related gender-based violence in their communities. Also, to help teachers work with pupils in the BGCs to plan, organise and dramatise these issues in their respective schools. In the Cop training, role plays were done on the effective conduct of COP activities: TLC Meetings, School Support Coach visits and Cluster Workshops in TGEP Schools.
- iii. **Guided Practice Sessions:** Participants worked in groups to discuss and plan lessons on BGC and COP activities for presentations. Each group select a representative to present on behalf of the whole group. After each group presentation, debriefing sessions were held to discuss the outcomes, help participants learn the concepts of discussing, and help them evaluate their learning.
- iv. **Group work and planning Sessions:** Small and large groups were formed for participants to work together to respond to questions and assignments to promote team building among



pupils and teachers. This makes workshop activities learner-friendly, interactive, and participatory.

Also, for the objectives of the training, two participants from each of the project schools were invited to participate in the six days of training, and the table below shows the disaggregation in the number of participants for both **Boys and Girls Club and Community of Practice** in-service teacher training conducted.

District	# of schools	Participants		
		Female	Male	Total
Port Loko	69	34	104	138
Western Area Rural	70	58	82	140
Karene	59	10	108	118
Bonthe	62	30	94	124
Grand Total	260	132	388	520

The table above shows that, from the 260 project schools in the four districts, there are 520 participants, 132 females and 388 males.

However, other personnel involved in the training were facilitators, supervisory staff

from project staff education stakeholders, etc, as shown in the table below.

District	Category of Staff	Female	Male	Total
Portloko	Facilitators	1	5	6
	TGEP District Staff	3	1	4
	Support Staff	0	1	1
	TALLE-RSL Management	0	2	2
	CODE-SL Staff	1	0	1
	District Education Stakeholders	1	5	6
Western Area Rural	Facilitators	3	3	6
	TGEP District Staff	2	2	4
	Support Staff	0	1	1
	TALLE-RSL Management	1	1	2
	CODE-SL Staff	0	0	0
	District Education Stakeholders	4	1	5
Karene	Facilitators	1	4	5
	TGEP District Staff	0	3	3
	Support Staff	0	1	1
	TALLE-RSL Management	1	0	1
	CODE-SL Staff	0	0	0
	District Education Stakeholders	0	5	5
	Facilitators	1	4	5
	TGEP District Staff	0	3	3
	Support Staff	0	1	1

Bonthe	TALLE-RSL Management	0	1	1
	CODE-SL Staff	1	0	1
	District Education Stakeholders	0	6	6
Grand Total		20	50	70

## VI. Summary of Activities

Output or immediate outcome # on Logic model	Activity planned in workplan	Changes made	Status (C/IP/NS) C=complete IP=in progress NS=not started
Xxxx	<ul style="list-style-type: none"> <li>Perceived eliminating GBV in schools</li> <li>BGC focal teachers and headteachers training</li> <li>CoP in-service teachers training</li> </ul>	<p>Although there were shortcomings during the exercise yet, there are significant changes/impacts displayed as shown below:</p> <ul style="list-style-type: none"> <li>SSCs and DCs coordinated with headteachers and other SMCs to respond to the school GBV elimination rubrics.</li> <li>SMCs were frank in responding to the school GBV elimination rubrics.</li> <li>Group work, discussions, modelling, role plays and presentations were evident throughout the training, which helped teachers improve their performance.</li> <li>district stakeholders from the Education sector were committed to visiting the training site. They explained the importance of acquiring knowledge of classroom teaching methodologies that will add to the teachers' Continuous Professional Development.</li> </ul>	C



## VII. Meetings/Conferences (Internal or External)

Date	Meeting attended	Key highlights	Action for follow-up
August 2023	-TGEF Teams held meetings with head teachers, DDs	<ul style="list-style-type: none"> <li>▪ TGEF DCs, SSCs, and district education stakeholders admonished head teachers, teachers and SMCs about the focus of the activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ TGEF staff to continue working with SMCs, head teachers and teachers to ensure that GBV sensitisations are done in schools and communities; TLC/CoP and BGC activities are maintained in schools.</li> <li>▪ Uploading, collating data and writing district and monthly activity reports.</li> </ul>

## VIII. Challenges

- Getting the attention of Deputy Directors of both MBSSE and TSC in the Western Rural district is challenging due to their busy work schedules.
- The late arrival of head teachers and the heavy downpour of rain delayed and limited the movement of TGEF district field staff, disrupting the start of the activity in the targeted schools.
- Setting up appointments with Headteachers was challenging due to the holiday; others attended lectures for their Distance courses.
- Accessing electricity at certain times to recharge the tablets used to administer the GBV questionnaire was challenging in rural areas.
- Exporting of data was challenging due to poor network coverage.
- Some headteachers of schools in Bonthe district were busy doing farm work, and it was challenging meeting them in their schools; therefore, staff had to meet them on their farms.

## IX. Actions Taken to Overcome the Challenges

Despite numerous challenges during the exercise, staff took the following actions to overcome them and ensure that the activity objectives were achieved.

- Constant reminders to get their attention.
- Waited patiently for the arrival of head teachers who were not around.
- School administrators were encouraged to conduct continuous sensitisation and awareness-raising activities in their respective schools and communities.

- Bikes were hired to facilitate the movement of staff with faulty project bikes in the four districts.
- Data exporting was done at the viability of solid network signals, which prevented data submission from being done on the spot.
- Staff used our rain gears to move in the rain and sometimes had to wait for the rain to finish before proceeding to carry out the activity.
- Staff had to work at their farms to conduct the interview.
- Informed headteachers the previous day before the visit and readjustment the scheduled date through text messages.
- Staff had to reschedule meeting time through negotiation with head teachers.

## **X. Lessons Learned**

The following were significant lessons learnt from the activities:

- Always be spontaneous in activity implementation.
- Conducting in-house planning to prepare the bases for TGEF Staff to implement tasks effectively in their district.
- The readiness of teachers to respond to the call for project activities shows their commitment and great determination.
- Involvement of Education Stakeholders in discussing project activities in their districts helped promote quality outcomes.
- Teachers, head teachers and education stakeholders are always ready to participate in and or support project activities in their schools and workplaces
- Teamwork and coordination bridge the achievement of targeted goals
- Physical violence, mostly fighting, hitting, and flogging, which involves teachers and pupils or pupils and pupils, is the most common form of violence mentioned by the head teachers.
- Religious and cultural practices are the most common barriers mentioned by head teachers that are hindering the elimination or prevention of gender-based violence.
- Psychological violence (provocation) was also a common form of abuse between pupils in school, which generally led to emotional and mental harm.
- Repeated crime in these communities and schools is because most of the teachers and pupils are family-related.
- Chiefs and paramount chiefs are also enablers of these perpetrations.
- In specific communities, there is little or no knowledge of what GBV looks like and how to react when they experience one.
  - That there is poor legislation as well as enforcement of laws on GBV in communities.
  - The activity created the context to get information on GBV issues and their impact on schools and communities.
  - Despite the efforts school administrators have been putting in place, some forms (physical and emotional) of GBV still happen in school.

## **XI. Recommendations**

- Continuous monitoring and evaluation activities should be done to ensure the effective implementation and sustainability of project components in the 260 project Schools in the four districts (Portloko, Western Rural Area, Karene, and Bonthe)
- Provisions should be made for education stakeholders (MBSSE and TSC Deputy District Directors, etc.) to measure project impacts through school visits using measuring tools designed by management M&E officers.
- Conduction of regular community outreach activities to promote TGEP SRHR/GBV component.
- Provision of suggestion boxes in TGEP Schools to report GBV issues, challenges and recommendations.
- Power banks should be provided for assessors working in remote areas
- Refresher SMC training on GBV should be conducted to equip them with more knowledge on gender-based violence issues.
- BGC members will be empowered with vanguards and markers to write messages on GBV while conducting more sensitisation activities in their communities.
- Gender-based violence as a component be incorporated in the school curriculum on civic education.
- TLC meeting reports and BGC attendance forms should be provided in schools for recording during their BGC and TLC meetings.
- Schools should also receive BGC pupil consent forms for new students wanting to join the clubs.
- BGC members in schools should be provided with snacks, assorted learning materials or hygiene kits as motivation for sustainability.
- TALLE-RSL management supports cluster schools in organising quiz and debate competitions in various clusters.
- Management engages donor partners to maintain at least one staff member in each project district to monitor activities' sustainability for at least six months after the project's lifespan.

## **7. M&E CLASSROOM OBSERVATION AND MENTORING**

This component discusses how Monitoring and Evaluation (M&E) activities covering Lesson Planning, Classroom Delivery, Classroom Management, print-rich environment, Gender Responsive Materials and Usage, Gender Language Use, Pupil Teacher Interaction and Appropriate use of Literacy Strategies and Mentoring on the sighted indicators. The activity was conducted in September 2023.

This activity aimed to make follow-up and further equip teachers' capacity to build and boost quality and sustainable teaching and learning outcomes among pupils and provide teachers with the needed mentoring to impart quality learning to pupils in the TGEP schools.

The TALLE-RSL team did a lot of coordination and feedback session meetings to create a conducive context for the successful conduct of the activities. The success of the activities was done following the following objectives:

- a. Observed teachers in TGEP schools on implementing the GRP and Literacy strategies learnt from the workshop.
- b. Tracked teaching methods teachers use in supporting pupils' learning outcomes and made recommendations that will help improve classroom teaching competence.
- c. Observed teachers' lesson plans to check if they embodied all necessary details (pupil-centred outcomes and the 3 phases of the lesson).
- d. Assess whether teachers are using TGEP materials supplied in their respective schools to promote the culture of reading.
- e. Mentored teachers on what was observed that went well and areas that needed improvement, though they were part of the lesson or needed to have been included in the lesson for subsequent lessons.

The discussions on how the activities were conducted in the classroom observation and mentoring process are discussed as follows:

### **I. Classroom Observation**

The Monitoring and Evaluation activity was conducted on 10<sup>th</sup> -22<sup>nd</sup> September 2023 to observe and mentor classroom teachers in the four TGEP districts (Western Rural, Port Loko, Karene and Bonthe Districts). This activity was focused on Classroom Observation and Mentoring. The following were the activities conducted:

- a. **Design of the Classroom Observation Rubrics:** The M&E component of TALLE-RSL designed the tools used in the classroom observation and mentoring procedures. The tool constituted these variables- Classroom Delivery, Classroom Management, Print rich environment, Gender Responsive Materials and Usage, Gender Language Use, Pupil Teacher Interaction and Appropriate use of Literacy Strategies.
- b. **Sampled schools:** 61 schools constituted 23% of the sampled schools in this activity. These schools were further disaggregated: 15 in Port Loko, 13 in Karene, 13 in Bonthe and 20 in Western Rural districts.
- c. **Data collection planning and evaluation of the classroom observation tools:** The classroom variables were evaluated by the District Coordinators and coaches through the guide of TALLE-RSL management M&E and set the variables into the Kobo tool with the use of tablets to collect the required information and transmitted it into the TALLE-RSL server for analysis.
- d. **Classroom observation processes:** This activity constitutes three sessions- pre-session meetings, classroom observation sessions and post-session meetings. The pre-and post-session conferences were conducted in every school of the sampled sizes in the four districts. It constituted teachers and head teachers to prepare their minds and scan through the lesson plans of teachers before the classroom observations. During classroom

observation, the variables of the tool were closely followed while the teachers were teaching.

## **II. Mentoring Process of Teachers**

The mentoring process was based on the following:

- a. Lesson Plan:** 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.
- b. 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.
- c. Classroom Best Practices/Methods.** As lesson planning goes with what method to use at what lesson parts- Anticipation, Building Knowledge and Consolidation, observers mentored teachers using methods suited for each stage. Teachers were also mentored that vocabulary teaching in each lesson is a must that teachers teach one or two vocabularies.
- 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 environment. A gender-responsive classroom setup speaks to the needs of boys and girls.
- e. Gender-Responsive Language Use:** Teachers were taught that gender-responsive language is key in lesson delivery. Pupils must be respected, especially when a question is asked, and a pupil cannot answer. Using pupils' names is more helpful in lesson delivery order than pronouns like 'you.'
- f. Teaching and Learning Materials:** Teachers were always mentored to use the teaching and learning materials well. They must ensure pupils interact with texts to read, write and find answers from readers. Also, if the materials used are not gender-sensitive, teachers must do so.

**Table 1: Number of schools and teachers observed in the TGEP project district.**

District	# of schools sampled	Frequency	Percentage
Western Rural	20	57	33.9
Port Loko	15	43	25.6
Bonthe	13	38	22.6
Karene	13	30	17.9
Total	61	168	100

The table above showcases the sample size of schools and teachers observed during the activity. The data clearly outlines that 20 schools were sampled in the western rural region, including 57 teachers. Similarly, Port Loko was tested with 15 schools and 43 teachers, while Bonthe was represented with 13 schools and 38 teachers. Additionally, Karene was represented by a sample school of 13 and 30 teachers. These figures

provide a detailed insight into the various districts and their corresponding number of schools and teachers involved in the activity.

**Table 2: Shows the number of teachers observed in the classroom.**

SN	District	# of schools	Gender		Total
			F	M	
1	Bonthe	13	8	22	30
2	Karene	13	6	32	38
3	Port Loko	15	7	36	43
4	Western Rural	20	18	39	57
Total		61	39	129	168

The information presented in Table 2 provides a detailed breakdown of the schools and teachers observed, sorted by gender. The study's sample size was drawn from a pool of 260 schools, with 61 schools being selected for the survey, representing roughly 23% of the total number. The total number of teachers under the TGEP project is 1247, and the study observed a

sample of 168 teachers, representing roughly 14% of the actual teachers in the project. An analysis of Table 2 reveals that male teachers were more prevalent in the study, with a total count of 129, compared to the female cohort, which had a total count of 39.

### III. Outcomes/Successes

As shown in the following, teachers are improving in incorporating gender-responsive pedagogy and literacy methods into the classroom.

**Table 3 displays the proficiency of teachers' performance during the classroom observation.**

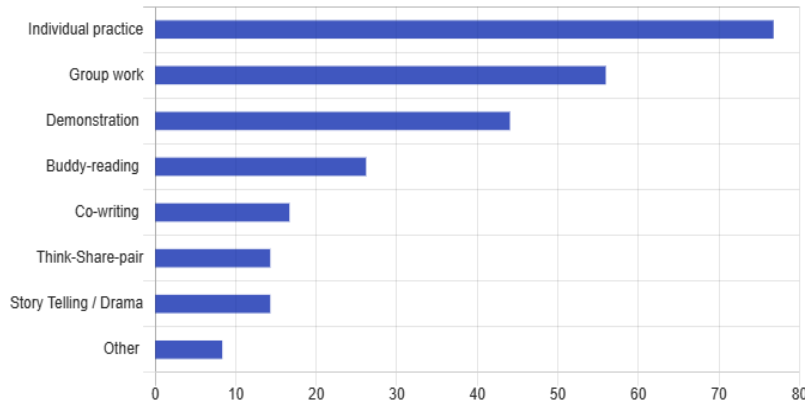
Gender Responsive Pedagogy Indicators	Mean score	Actual score	% Score
Lesson Plan	2.6	3.0	86.1
Classroom Delivery	2.6	3.0	86.3
Classroom Management	2.3	3.0	77.0
GRP Teaching and Learning Material	2.5	3.0	84.5
Gender Responsive Language	2.6	3.0	86.5
Pupil-Teacher Interaction	2.5	3.0	84.3
Print Rich Environment	2.2	3.0	73.8
The teacher shows knowledge of the lesson presentation and development.	2.7	3.0	88.9
The teacher asked questions to assess pupils' comprehension	2.7	3.0	88.7
Engaged pupils with appropriate classroom activities for effective learning	2.5	3.0	82.3
Did the teacher use multiple teaching methods (teacher model, group work, and independent work)?	2.5	3.0	84.1

The table presented above provides a detailed overview of the mean and percentage scores achieved by the observed teachers. The results indicate that the teachers have successfully integrated gender-responsive pedagogy (GRP) indicators into their classroom practices. This is a positive sign of their commitment to promoting gender equality and inclusivity in education.

The data also reveals that an impressive 85% of the observed teachers demonstrated exceptional competency and performance in utilising GRP and literacy strategies to teach girls and boys. This means that the teachers are well-equipped with the necessary knowledge and skills to create a learning environment that caters to the diverse needs of all pupils, irrespective of their gender.

These findings are significant as they demonstrate that the teachers' efforts towards promoting gender equality and inclusivity in education have been fruitful. They are meeting the standards set by the rubric and going above and beyond to ensure all pupils have equal access to education. The data presented in the table is a testament to the teachers' dedication and commitment to creating an inclusive and equitable learning environment.

## Teachers used a variety of teaching and learning methods to support learning differences.



Based on the graph provided, it is evident that teachers are utilising a wide array of teaching and learning methods to address their students' distinct learning requirements effectively. The statistics reveal that educators deliberately try to accommodate diverse learning styles, which is essential for fostering a culture of

inclusiveness in education. This emphasis on employing varied teaching techniques is a positive sign, as it demonstrates a commitment towards providing an equitable learning experience for all pupils.

### IV. Successes/Outcomes

- a. There was effective pupil participation during the lesson delivery in all the schools where the classroom observations were carried out.
- b. TGEP staff could observe all the sixty-one selected TGEP schools in the district.
- c. Though the exercise was carried out at the beginning of the academic year, head teachers and teachers cooperated in classroom observation and mentoring in their schools.
- d. Teachers' lesson plans included all three stages in lesson planning (i.e., introduction, guided practice, independent practice), which was a success for both project implementers and the teachers.
- e. Classroom strategies like questioning, dramatisation/ illustration, think-aloud, explanation, etc., stood out clearly during lesson delivery.
- f. Although many teachers still needed to 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.
- g. Mentoring and coaching teachers after lesson demonstration in a post-session meeting to discuss the challenges and strengths of the classroom instruction presented helped improve their competencies.
- h. Mentoring was conducted on lesson plan preparation, especially for mostly challenged teachers.



## V. Summary of Activities for the Month

Output or immediate outcome # on Logic model	Activity planned in the work plan	Changes made	Status (C/IP/NS) C=complete IP=in progress NS=not started
XXXX	Coordination meetings with the TGEP-TALLE team and education stakeholders	<p>The changes made included the following:</p> <ul style="list-style-type: none"> <li>• The TGEP-TALLE team and education stakeholders acknowledged the preparations for the conduct of an end-line assessment of the TGEP project</li> <li>• Checking teachers' progress in implementing project activities created a significant change in teachers. They know that classroom observation and mentoring are a continuum and that lesson planning is critical to the shift.</li> </ul>	C

## VI. Key Highlights from Activities

The outcomes of the Classroom Observation and Mentoring activities were very successful. One Hundred and sixty-eight (168) teachers were involved in the activities discussed in this report. Thirty-nine (39) were females, and One Hundred and Twenty-Nine (129) were males. The other highlights included the following:

- 14 TALLE-TGEP staff- DCs and Coaches participated in planning and implementing the successful conduct of the three activities as scheduled.
- 61 TGEP schools were reached, representing 23% of the total project schools.
- The 168 teachers mentored lesson planning, classroom delivery, strategies for classroom management, GRP Language use, Teaching and Learning Materials usage (TLM) and other components.
- Headteachers, being part of this process, took action points for moving forward in the implementation of the components of the projects.

## VII. Meeting/Conferences (Internal or External)

Date	Meeting attended	Key highlights	Actions for follow-up
In November 2023	Conduct a management joint monitoring and mentoring coupled with meetings targeting head teachers and MBSSE&TSC Deputy District Education officers to hand them over the project for its sustainability. This will be an effective exit strategy.	<p>-Meet with the target population to discuss and reflect on the training already conducted.</p> <p>-Conclude on actions taken to have ownership of the project through monitoring, making follow-ups on teaching methods mirroring the GRP in the classroom</p> <p>Inform them about the end-line assessment to be conducted by the external consultant- targeting key variables- pupils, teachers, teaching and learning materials, TLC meetings, BGCs</p>	<p>A follow-up plan was developed to ascertain the sustainability of the implementation of project activities.</p> <p>Include boundary partners in the follow-up. Please provide them with the developed plan containing the rubrics and methods for effective and efficient feedback.</p>

## VIII. Challenges

The following are the challenges of the activities:

- High cost of transportation from one school to the other due to the increase in fuel cost
- Poor road network due to the continuous rains made it difficult to access the sampled schools.
- Writing/reading lesson objectives to the pupils was a challenge evident in all schools where the observations were done.
- Independent and guided practice activities could have been more practical. Pupils needed to be fully engaged with activities.

## IX. Actions Taken to Overcome the Challenges

The following actions were adopted to overcome the challenges:

- Proximal schools were selected for the classroom observation
- Teachers were mentored on the relevance of setting learning outcomes in a lesson and its impact on learning.
- Mentored teachers during Guided and independent practices to curb that challenge.

## **X. Lessons Learnt**

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

1. Holding pre-session meetings with teachers helps them build confidence and better prepare.
2. It is obvious that one has to be patient and committed to achieve activity outcomes.
3. Teamwork is essential for effective and efficient fieldwork.
4. Regular mentoring sessions help TGEP staff identify strategies familiar to teachers and those they face during lesson preparation and delivery.
5. The first two weeks of the re-opening of schools showed a low turnout of pupils and teachers in schools.
6. Teachers' commitment and readiness can make a difference in their teaching and Increase Pupils' Learning Outcomes.

## **XI. Recommendations**

The following have been proffered as recommendations to sustain the practice of the TGEP intervention:

1. Management should closely monitor some sampled schools to understand the project's impact. This will also ensure that the teachers and communities own the project as an exit strategy.
2. Conduct radio talk shows to give the beneficiary communities an account for awareness-raising and accepting project ownership when partners exit.
3. Classroom observation and monitoring should be conducted when schools are in full swing and functioning with teaching activities.
4. Project motorcycles should be provided fuel for project activities.
5. Monitoring and evaluation activities to be a continuum to ensure the effective implementation of content knowledge learning.

## **8. TRANSITION SURVEY, PUPILS PROGRESSION DATA, SMC SURVEY AND NPSE DATA COLLECTION.**

These activities were conducted to evaluate their overall impact on targeted beneficiaries in 260 schools in the four districts. The activities included data collection surveys on pupils' transition and progression, School Management Committee interviews, collation and analysis of National Primary School Examination results, and book re-distribution. These activities were primarily focused on collating data that would be used as part of the TGEP endline evaluation process—the evaluation process aimed to assess the effectiveness of the project in achieving its objectives and outcomes.

The data collected was used to determine the overall impact of TGEP on its targeted beneficiaries. These activities were conducted to track the successes, challenges, and lessons learned in line with the theory of change (ToC) outcomes to support sustainability. The activities were undertaken to

meet the project's objectives and expected outcomes and identify improvement areas. The main objectives of these activities are as follows:

- Collate data that will be used as part of the evaluation process of TGEF
- Determine the impact of TGEF on pupils' transition from primary schools to secondary in TGEF schools.
- Assessing pupils' progression in terms of the impact TGEF has had in improving the performance of pupils in TGEF schools
- Distribute additional teaching and learning materials to the 260 TGEF project schools to improve accessibility and usage.
- I Engaged with SMC members on their impact on supporting the TGEF goal in mitigating barriers to girls' and boys' education.
- To evaluate the impact of using TGEF resources in sustaining inclusive gender-responsive teaching and learning.

The activities discussed in this report include the following.

- **Data Collection Surveys:**
- **Re-Distribution of TGEF Teaching and Learning Materials**

**I. Data Collection Survey:** This activity relates to the requirements of the TGEF Project Management Plan (PIP) and Logical Framework. The data collected in this activity has supported the TGEF end-line assessment evaluation process. The data gathered includes the Pupils Transition Survey, Pupils Progression, School Management Committee Survey, and the collation and analysis of National Primary School Examination results. To provide a better understanding of how these activities were conducted, here is a brief narrative description:

- i. **Transition Survey** - The survey aimed to track the number of girls who successfully transitioned from primary to junior secondary school in TGEF project schools. The survey used a sample size of 55 schools to collect the data. The primary objective of the transition survey was to assess the barriers and challenges girls face while transitioning from primary school to secondary school. The data collected through the study provided a comprehensive database for evaluating the performance outcomes of the pupils. Furthermore, the data also unveiled the barriers that hinder pupils' continuous improvement from one class level to another. This is further represented in the table below.

Table 1 shows the sample number of TGEF girls who transitioned to JSS and those who dropped out of school during the intervention.

District	Girls Transit JSS	Girls Not Transit	Total	Percentage	
Port Loko	121	18	139	87.1	12.9
Western Rural	84	0	84	100.0	0.0
Karene	85	19	104	81.7	18.3
Bonthe	53	15	68	77.9	22.1
<b>Total</b>	<b>343</b>	<b>50</b>	<b>393</b>	<b>87.3</b>	<b>12.7</b>

The table provides detailed information on the transition of girls from primary schools to junior secondary schools in the 2022/23 academic year. According to the data presented, 393 girls were surveyed, out of which 343 girls successfully

transitioned to Junior Secondary School (JSS), while 50 girls could not do so. This indicates that 87.3% of the girls could transition, while 12.7% could not.

Furthermore, the table offers a district-wise breakdown of the sample size, highlighting the number of girls who were part of the intervention program and their respective transition status. It shows the number of girls who successfully transitioned to JSS and those who dropped out of school during the intervention period. It offers a detailed insight into the program's effectiveness in each district.

- ii. **Pupils' progression Survey:** This survey aimed to meticulously observe and assess the internal promotion of pupils in classes 4-6 of TGEP schools. The survey closely monitored pupils' enrollment and promotion and those who repeated or dropped out throughout the academic year. The survey was conducted to gather comprehensive and up-to-date data on the efficacy of TGEP in improving pupils' academic performance as they progressed from one class level to another. The data collected is presented in the concise and informative table below, which provides a detailed overview of the pupils' academic progress throughout the academic year.

**Enrolled means** pupils are admitted into the school in a particular academic year.

**Promoted means:** Pupils who were successful in moving to another class

**Dropped means** Pupils who left the school / repeated the class.

Table 1 Progression Rate Indicating Enrollment, Promotion and Dropout of Pupils/repeaters.

Project District	Enrolled 2022/23		Promoted 2022/23		Dropped Out 2022/23		% Promoted		% Dropped	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<b>Western Rural</b>	1058	1176	908	992	159	176	85.8	84.4	15.0	15.0
<b>Karene</b>	1078	1030	873	802	193	189	81.0	77.9	17.9	18.3
<b>Port Loko</b>	1071	1090	934	936	138	153	87.2	85.9	12.9	14.0
<b>Bonthe</b>	1030	1146	883	1003	137	152	85.7	87.5	13.3	13.3
<b>Grand Total</b>	4237	4442	3598	3733	627	670	84.9	84.0	14.8	15.1

The following table provides information on the number of pupils enrolled, promoted, and dropped out in the 2022/23 academic year across four project districts. The data also includes the percentage of pupils who advanced and dropped out in each district. Upon analysing the data, it is evident that the Port Loko district had the highest rate of pupils who were promoted, with 87.2% of boys and 85.9% of girls promoted, and the lowest percentage of pupils who dropped out, with only 12.9% of boys and 14.0% of girls dropping out. On the other hand, the Karene district had the lowest percentage of pupils who were promoted, with only 81.0% of boys and 77.9% of girls promoted, and the highest rate of pupils who dropped out, with 17.9% of boys and 18.3% of girls dropping out.

However, it is essential to note that the data was collected from a sample size of only 55 schools, which were selected to be a proportional representation of the 260 TGEF schools.

- iii. **School Management Committee Survey-SMC** - The data evaluated by SMC (School Management Committee) regarding the impact of SMC members in supervising TGEF (Targeted Gender Equality Program) project activities in schools was quite comprehensive and detailed. The data showed that the SMC members were actively involved in the program's implementation and played a vital role in ensuring its success. The gathered data further revealed that the SMC members collaborated closely with teachers and head teachers to develop and integrate school development plans and strategies to remove barriers to girls' education. These plans and strategies were aimed at addressing issues such as gender-based violence, early marriage, and low participation of girls in schools.

Moreover, the SMC members were instrumental in ensuring the effective implementation of these plans and strategies by monitoring their progress, providing necessary resources and support, and regularly assessing their impact. The SMC members also worked closely with parents, community leaders, and other stakeholders to create awareness about the importance of girls' education and to seek their support in promoting it. In summary, the data collected by SMC indicates that the SMC members played a critical role in improving the quality of education and removing barriers to girls' education in schools through their active involvement in TGEF project activities.

- iv. **Collation and analysis of National Primary School Examination Results**

The main objective behind conducting a comprehensive evaluation was to assess and analyse the academic performance of pupils who appeared for the National Primary School Examination (2022-2023) across 260 schools that were part of the TGEF project. The performance of pupils was analysed by comparing their achievements with previous years' performance during the implementation of TGEF activities. The data collected through the surveys indicated that pupils' performance in NPSE (2022-2023) was commendable and surpassed all previous years' achievements during the implementation of TGEF activities in the 260 schools.

The survey data further revealed that the pupils' performance had improved considerably due to the TGEF project's effective implementation in the district. The project's activities, which included

providing quality education, teacher training, and administering standardised testing to monitor progress, have significantly improved pupils' academic performance.

The table below summarises the data collected during the survey in the TGEP district, which provides a detailed breakdown of the results for a better understanding of the pupils' performance in NPSE (2022-2023). The data reveals that the TGEP project's implementation has positively impacted the pupils' academic achievements, indicating a promising future for the students in the district.

Gender	Frequency					Percentage (%)				
	Western Rural	Port Loko	Bonthe	Karene	Total	Western Rural	Port Loko	Bonthe	Karene	Total %
<b>2019/2020 Academic Year</b>										
Girl	1533	1274	1132	630	<b>4569</b>	48.7	49.9	53.2	44.4	<b>49.4</b>
Boy	1612	1281	997	788	<b>4678</b>	51.3	50.1	46.8	55.6	<b>50.6</b>
Total	3145	2555	2129	1418	<b>9247</b>	100	100	100	100	<b>100</b>
<b>2020/2021 Academic Year</b>										
Girl	1502	1504	1254	689	<b>4949</b>	49.3	47.1	53	48.6	<b>50.4</b>
Boy	1543	1482	1112	733	<b>4870</b>	50.7	52.9	47	51.4	<b>49.6</b>
Total	3045	2986	2366	1422	<b>9819</b>	100	100	100	100	<b>100</b>
<b>2021/2022 Academic Year</b>										
Girl	2091	1582	1344	692	<b>5709</b>	52.6	50.2	52.6	49.7	<b>51.6</b>
Boy	1883	1569	1210	699	<b>5361</b>	47.4	49.8	47.4	50.3	<b>48.4</b>
Total	3974	3151	2554	1391	<b>11070</b>	100	100	100	100	<b>100</b>
<b>2022/2023 Academic Year</b>										
Girls	2411	1531	1386	925	<b>6253</b>	53.4	50.3	49.5	49.1	51.1
Boys	2100	1510	1415	960	<b>5985</b>	46.6	49.7	50.5	50.9	48.9
Total	4511	3041	2801	1885	<b>12238</b>	100	100	100	100	100

The table above provides a detailed breakdown of the results to understand better pupils' performance in NPSE (2022-2023 academic year).

In the 2019/2020 academic year, the percentage of girls in the TGEP district was **49.4%**, while the percentage of boys was **50.6%**. In the 2020/2021 academic year, the percentage of girls was **50.4%**, while the percentage of boys was **49.6%**. In the 2021/2022 academic year, the percentage of girls was **51.6%**, while the percentage of boys was **48.4%**. In the 2022/2023 academic year, the percentage of girls was **51.1%**, while the percentage of boys was **48.9%**.

It is great to see that the percentage of girls in the TGEP district has been consistently higher than the percentage of boys in the last four academic years. This is a positive trend that indicates that

implementing the TGEP project has positively impacted the pupils' academic achievements in the district.

**II. Re-Distribution Of TGEP Teaching And Learning Materials:** In response to concerns about the availability of sufficient materials to meet the pupil ratio in the 260 TGEP schools, the TGEP program decided to redistribute their teaching and learning materials. The aim was to ensure that all students in the program had access to the necessary materials to support their inclusive learning.

The TGEP program distributed various teaching and learning materials to the schools, including Change and Growth for Boys, Change and Growth for Girls, Reading on the Wave Anthology, and 16 additional titles. These materials were carefully selected to cater to the pupils' diverse learning needs and ensure their learning outcomes were met.

By redistributing the materials, the TGEP program sought to increase accessibility and support pupils' learning outcomes. The program recognised that access to quality materials was crucial in ensuring pupils achieved their full potential. The TGEP program aimed to support pupils' learning and promote inclusive education by providing these materials to all schools.

### III. Summary of Activities for The Month

Output or immediate outcome # on Logic model	Activity planned in workplan	Changes made	Status (C/IP/NS) C=complete IP=in progress NS=not started
Xxxx	<p><b>Data Collection Survey:</b></p> <ul style="list-style-type: none"> <li>• Transition Survey</li> <li>• Pupil Progression</li> <li>• SMC Survey</li> <li>• Collection of NPSE results</li> </ul>	<p>Evident changes happened mainly were attested in the following:</p> <ul style="list-style-type: none"> <li>• Evaluating the TGEP impact on girls' transition to secondary schools.</li> <li>• Identifying success stories of girls' transition to secondary schools</li> <li>• Identify challenges faced by girls who transited to secondary schools.</li> <li>• The data collected unveiled the holistic pupil enrolment who benefited from the TGEP implementation process.</li> <li>• Gathered data on pupils' progression.</li> </ul>	C



		<ul style="list-style-type: none"> <li>Evaluated the impact of SMC members in mitigating barriers to girls' education.</li> </ul>	
Xxxx	<b>Book distribution</b>	<p>Statistical data showcasing the number of books distributed and their impacts are shown as follows:</p> <ul style="list-style-type: none"> <li>Distribute more TGEP teaching and learning materials to the 260 schools to increase accessibility and usage.</li> </ul>	C

#### IV. Key Highlights from the Activities

These constituted the following:

- 343 girls transited (2022-2023) to secondary schools in 55 schools sampled
- 7331 pupils progressed in the 2022-2023 school years to new classes
- 1297 pupils repeated in the 2023 school year in the 55 schools sampled
- 55 pupils dropped out in the 2023 academic school year
- 22 SMC members were interviewed on integrating barriers affecting girls into school management plans
- 14 TGEP staff participated in the activities
- 3 TGEP management staff conducted roaming supervision.
- TGEP directly impacts 43,746 pupils (21,184 female & 21,521 male) in the 260 schools in four districts in the 2022/2023 enrollment data source.
- TGEP has provided in-service training for 1,274 teachers (...female&male).
- 8 Education stakeholders representing (MBSSE, TSC, and district Council) representatives provided oversight supervision of the two activities.

### V. Meetings/Conferences (Internal or External)

Date	Meeting attended	Key highlights	Action for follow-up
November, 2023	-Debriefing Meeting with CODE -Canada TGEF program manager	<ul style="list-style-type: none"> <li>▪ Conducted debriefing meetings to determine how the data collection process would be done.</li> <li>▪ Discussed the sampling size and data collection design</li> </ul>	<ul style="list-style-type: none"> <li>▪ Designed tools for the data collection process</li> <li>▪ Input data collected</li> <li>▪ Analysed data to highlight the impact of sustainability</li> <li>▪ Prepared tools to track pupils' transition to secondary schools</li> </ul>
November 2023.	-TGEF Teams briefing with teachers during TGEF book distribution	<p>-Discussed the rationale for the conduct of the activity</p> <p>-Prepared teacher's mind to support the data collection</p> <p>-Worked with head teachers to allocate secondary school girls transited</p> <p>-Worked with principals of selected secondary schools to ensure was successful the collection of the transition data.</p>	<p>-Continuous update on school enrolment at the end of the academic year for 2023.</p> <p>-Work with schools to track pupils' promotion and dropout ratio at the end of school academic tea.</p> <p>-Follow up with teachers to continue conducting TLC meetings for the sustainability of the practice.</p> <p>-Follow up with schools in community engagement with community stakeholders for more discussion on the sustainability plan of TGEF activities.</p>
	Stakeholders' mobilisation meetings during book distribution	<ul style="list-style-type: none"> <li>▪ Conducted mobilisation meetings with education stakeholders, teachers and community stakeholders to report on TGEF closing activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers to outline sustainability plans for continuation of TGEF implementation.</li> <li>▪ Education stakeholders to include TGEF activities in their annual district reports.</li> <li>▪ Community stakeholders to continue supporting and monitoring the</li> </ul>

			implementation of TGEP activities.
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## VI. Challenges

- Tracking pupils' transition from primary school to Secondary is strenuous, considering making connections with secondary school administrations.
- Collating data constituting pupils' transition, progression, and enrollment simultaneously is cumbersome, considering the poor school management records.
- Mobilising all head teachers at the district headquarters for the distribution of TGEP books was challenging, considering time management and support.
- There was a massive challenge in school management records. Headteachers are delayed in providing accurate data due to poor documentation.
- Coordinating with SMC members to survey on working days was challenging because of their busy work schedule.

## VII. Actions Taken

The following actions were adopted to overcome the challenges:

- The data collection team worked with head teachers to ensure connections were made with secondary schools to provide the needed details of girls' transition.
- The team developed a simple data collection design to ensure the data was collected as planned.
- The TGEP team worked conjointly with teachers, SMCs and education stakeholders to ensure that the activities were completed as planned.

## VIII. Lessons Learned

The following were significant lessons learnt from the activities:

- Involvement of beneficiaries in any project implementation contributes to sustainability and ownership. This has positively impacted the implementation process of TGEP.
- Working with educators and teachers to implement education programs requires close collaboration and understanding roles and responsibilities.

- The theory of change can only be achieved when target beneficiaries are involved in all project activities.

## **IX. Recommendations**

- Training should be conducted to capacitate librarians using the supplied TGEP materials.
- An extension of the TGEP project activities will be meaningful and appreciated. This will ensure that more M & E activities on providing mentorship and coaching for teachers will be a better way to achieve sustainability.
- Continuous professional support should be given to teachers to help them further master the skills needed to conduct CoP activities for sustainable practice of the new pedagogies and practices.

## **SUMMARY OF REPORT CONTENTS**

From the foregone discussions, it is evident that this report contains two sections covering the Transforming Girls Education Project (TGEP) and the Teaching and Learning in Fragile Contexts (TLFC) Project. The presentation of the report focused on the discussion of activities relating to the implementation processes of the two projects designed to support the promotion of sustainable quality education in Sierra Leone.

Some of the activities conducted in the **TLFC Project** intervention included: **TLFC Baseline** survey conducted by TLFC partners in Liberia and Sierra Leone to provide a referential indicator for future comparison to gauge project progress in the four Teacher Training Institutions (EBKUST, ETU, FP, NUBC) and the target primary schools' education outcomes. **Training of Teacher Educators** implemented to empower 75 Teacher Educators with increased knowledge of Active Learning and Gender-responsive and inclusive and teaching strategies, Community of Practice (CoP) activities and lesson planning. **In-service Host Teachers Training:** This was conducted to train host teachers on using basic content learning approaches relating to gender-responsive, differentiated teaching, active and student-centred learning, a community of practice, lesson planning, and literacy skills. **Introduction to CoP** focused on enabling the TLFC Project team to work with student teachers and host teachers to conduct CoP sessions to support continuous professional development. **Classroom Observation** involved Teacher Educators using the harmonised classroom observation rubric to observe student-teachers conducting practicum/school-based activities in the host practicum schools. The observation focused on assessing student-teachers on writing and using lesson plans, gender-responsive and inclusive methods, classroom management practices, working in groups to demonstrate community of practice (CoP), classroom instruction, and assessment.

**TGEP** activities discussed in this report included: **Monitoring and Evaluation (M&E)** which constituted an essential component that created the context for monitoring, mentoring and tracking

project's progress for sustainability. The M&E activities included School Management Committee (SMC) outreach engagements and School Profiling. **Custer Meeting and Classroom Observation** empowered teachers to converge and share their success and challenges to optimise their competence and performance in pursuing continuing professional development. **Monitoring Boys and Girls Clubs** was done to support pupils' competence and performance in mastering the use of literacy skills: reading, writing, vocabulary development, and comprehension to improve quality learning outcomes. **School Profiling and Transition Rate** has been a continuum in the implementation process of TGEP. Pupils' profile and transition were conducted to measure progress and the number of pupils enrolled, promoted, transited and dropped out of school. **Monitoring the Use of Teaching and Learning Materials** was to inspect and ensure that adequate access to appropriate teaching and learning materials, including textbooks, enhance quality teaching and learning outcomes among pupils and teachers. **Elimination of Gender-Based Violence** was done to evaluate the effectiveness of school administrators, education stakeholders, and school management committees in promoting awareness and eliminating gender-based violence in schools.

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.

Submitted and Sign\_\_\_\_\_

Alhajie Sallieu Kanu

Senior Program Manager

Approved by:

Pastor Aske Bee Gbla

Executive Director

Signed & Stamped: \_\_\_\_\_