

ONE WORLD LINK

working together with



EducAid

Transforming Education in Bo



1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



THE GLOBAL GOALS
For Sustainable Development

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE AND JUSTICE STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



In One World Link we are helping to celebrate World Teachers' Day by launching our appeal to support teacher training in Bo - partnering with EducAid.





Have a look at the teachers where you are now and give them a smile to say “Thank You”



- It is a day to celebrate how teachers are transforming education but also to reflect on the support they need to “fully deploy their talent and vocation.” *Teachers need CPD (continuing professional development)*
- World Teachers’ Day is co-convened in partnership with the International Labour Organization (ILO), UNICEF and Education International (EI).



Here are some of the OWL teachers in Bo, visited by some Warwick/Leamington teachers in February 2025. They also need CPD and are excited to be part of our project.

5 OWL teachers visited the Ministry of Education.

Mamasu Murana (centre) is the Dep. Director for Education – we asked her what OWL could do to best support schools in Bo...

“Teacher training is the heartbeat of Education - that is what will have the greatest impact.”



Who are EducAid?

Watch intro clip (3 mins)-Who are EducAid and why are we different:
<https://www.educaid.org.uk/>

EducAid's vision is a democratic, dignified and globally-engaged Sierra Leone, where poverty is eliminated by educated citizens.



Our Partners



EducAid's vision is a democratic, dignified and globally-engaged Sierra Leone, where poverty is eliminated by educated citizens.

JP Sannoh

EducAid mentor/trainer, now living in Bo
at the OWL centre



List of the 5 OWL participating schools, and their UK partners, in this pilot year 2025-2026

- **BDEC Messima, Bo (St Margaret's Whitnash)**
- **RC Madonna, Bo (St Peter's Leamington)**
- **UMC Messima, Bo (Harbury Primary)**
- **UBC Upper, Bo (Brookhurst, Leamington)**
- **UBC Lower, Bo (Fercumbe, Hatton)**

**All the other 10 link schools will also benefit from
some teacher training.**

Here's JP talking about his new job working with the teachers in 5 of our link schools





EducAid

Learning for life in Sierra Leone



In 2024 they celebrated 30 years of developing education in Sierra Leone.

EducAid's findings:

- According to the Global Education Policy Dashboard, in 2022, only **3.2% of SL children achieve basic proficiency in maths and language** by end of primary
- **95.8% of children aged 10 are not achieving basic proficiency in reading.**" (World Bank, 2023)
- EducAid believes: Teachers don't learn from manuals or handouts, they learn from seeing/experiencing – this is why EducAid has created teaching videos and uses a coach/mentor to teach teachers.

OWL's findings

- Very few schools had evidence of using concrete materials such as phonics cards
- There is a lot of rote learning and repeating back what the teacher says, parrot-style
- Children are often just copying from the board, not actually being encouraged to think for themselves





Who We Are

EducAid is a **UK registered charity** (1163161) and **Sierra Leonean registered NGO** that has been transforming education in Sierra Leone for **30 years**.

EducAid is proudly **Sierra Leonean** driven.

- EducAid provides **training and mentoring** for primary school teachers and heads in Sierra Leone
- The proposed scheme has the support of the Ministry of Basic and Senior Secondary Education (**MBSSE**) at national and district levels.
- The project starts with EducAid holding consultations with the communities as well as the schools to ensure that their **process and intended outcome are understood**.
- It continues with training for **heads and teachers**.
- The training is based on their '**Ten Top Strategies for Teaching and Learning**' which, for many teachers, requires a transformation of their approaches to the children and to the subjects they teach.
- For the rest of the school year an EducAid mentor spends a full day each week with each school to ensure that the strategies are being implemented and embedded and to monitor progress.

Teachers using EducAid's Top Ten Strategies




Group Children Purposefully



High Five learning with EducAid

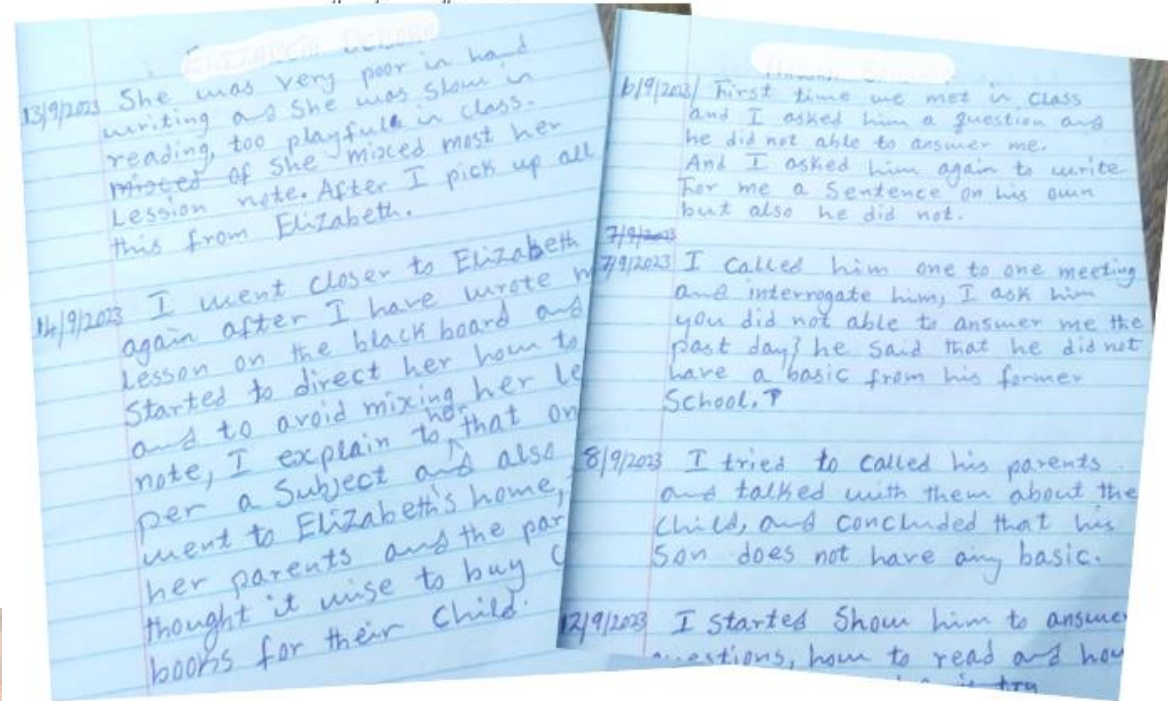


Examples of the 'one page per child' showing notes on observations and conversations with each child to facilitate really getting to know each member of

 **EducAid**
Teacher Training
using the
Top Ten Strategies

literacy core skills	speaking accuracy	speaking confidence	hand writing	level 1 sounds & letters	level 2 sounds & letters	level 3 sounds & letters	level 4 words	segmenting	reading	reading accuracy	reading confidence
NAME: Hawqafu L. Coriela	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NAME: Aminata Coriela	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NAME: Aminata Mohamedou Karybo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NAME: Isma Karybo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NAME: Adama B. Karybo	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NAME: Mariatu Kamara	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NAME: Hawqafu S. Kamara	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NAME: Isma S. Kamara	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NAME: Sia Kamara	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NAME: Fatmata Korou	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NAME: Fatima S. Koroma	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NAME: Maria Karambashi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NAME: Housouy. Kamara	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NAME: Hawqafu S. Kamara	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

An example of a **core skills tracker**, showing a tick for each time the teacher notices the child demonstrating that skill. A lack of ticks may indicate absence, inability or that the teacher has not taken notice of them yet, prompting further enquiry and action by the teacher



² Each headteacher was encouraged to mirror the One page per child strategy with a One Page Per Teacher document which they could use to track conversations and observations relating to each teacher.



Strategy 7 - Group Children Purposefully



Lunchtime coaching sessions with teachers



Strategy 1 - Teacher welcomes the children into the lesson by name, at the classroom door



TOP 10


EduAid
Santo Lucia

Part 1 - The classroom environment & supportive approaches

1. Let every child know they are seen and known
2. Develop a Growth Mindset
3. Support learning to learn
4. Create a kind classroom
5. Believe in your students

Part 2 - Teaching skills

6. Know the children's ability at any given time
7. Group the children purposefully
8. Focus on core skills
9. Make teaching and learning fun
10. Strengthen Executive functioning




Recent photos sent on WhatsApp, demonstrating the Top Ten Strategies being used in our Bo Link schools



TOP
10
9

Make teaching
& learning fun



TOP
10
7

Group the
children
purposefully





Fundraising

Insert or explain what your school is planning to do to raise money for this EducAid project this school year?



Top Ten Strategies

- You may wish to skip over the next few slides but could make children aware what they are: the manual which JP spoke about to support teachers.



Top Ten EducAid Strategies for Teaching & Learning

The manual is divided into two parts:

1. Supportive classroom environment
2. Teaching skills



Part 1 - The classroom environment & supportive approaches

1. Let every child know they are seen and known
2. Develop a Growth Mindset
3. Support learning to learn
4. Create a kind classroom
5. Believe in your students

Part 2 - Teaching skills

6. Know the children's ability at any given time
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Part 1

Teacher-Pupil relationships - prioritising classroom culture is crucial – respectful relationships

Part 2

technical changes in pedagogy

TOP
10

1

Let every child know they are known and seen



- **Know each child.** Know every child's name, ability, attitude and concerns.
- **Show you know each child.** Greet each child by name every day as they come into class.
- **One page per child.** Use one page of an exercise book for records on each child. Look through the book often to remind yourself of the individual children in the class.
- **One-on-one** meetings with each child each half term. In the meeting, discuss:
 1. what is helping her learn;
 2. what is not helping her learn;
 3. her next 2 or 3 learning targets.



The meetings can be done:

- while others are reading or working in groups, **or**
- when another teacher or adult is looking after the class **or**
- during break or lunch times.

n.b. This must never be done out of sight of others. Keep the door open; have other children nearby or sit in an open place.

TOP
10

2

Foster a Growth Mindset



- **Praise for effort, perseverance and attitude** rather than only for performance. When we focus on getting things 'right' rather than on the process, we encourage children to think that the correct answer is more important than the ability to learn, adjust, improve and persevere.
- **The power of 'yet'!** When a child says, 'I can't do this' remind them that they can't do it yet. By using feedback, learning from mistakes and persevering, they can indeed learn to do whatever it is.
- **Give kind and specific feedback.** Encourage children to give kind and specific feedback to each other and to redraft their work to improve it based on the feedback they receive. Make sure to model giving kind and specific feedback.
- **Growth Mindset posters.** Put up encouraging posters. The children can make them. E.g. I can do hard things. I never give up. Mistakes are my friends. Brave people take risks and keep trying; I am brave. I can grow and train my brain by exercising it and doing hard things, just like I can grow and train my muscles.
- **Practice makes perfect.** Remind children that nobody achieves excellence without many hours of practice.
- **Grow your brain by doing difficult things.** Hard work is the greatest cause of excellence and mastery. Remind the children that they can do hard things.



Mistakes are my friends

TOP
10

3

Support Learning to Learn



- **Active learning:** Teach the children how to learn actively:
 - **Read with a purpose:** model and encourage learners to ask questions about a story or text before they start reading, or while reading, and reflect on the answers after. Use a pen when reading to make notes or underline new words.
 - **Read, cover, write, check:** for content that must be memorised, like spelling and times tables, children can read it several times, cover it, write what they can remember and check if they have it correct. (Repeat until it is all correct.)
 - **Test yourself:** encourage learners to ask themselves questions to check their own learning. After reading, can you say what you read in your own words? In math, does your answer make sense?
 - **Test your partner:** partners take it in turns to ask each other questions.
- **Learning from mistakes and feedback:** Praise children for not giving up, and for using feedback when they make mistakes in order to get better.



Explain that this is a key learning skill.

TOP
10

4

Create a Kind Classroom



- **Ubuntu stars.** Award Ubuntu stars for kindnesses and generous acts. Have a five-minute Ubuntu time at the end of every day, when the children remind each other what Ubuntu is (kindness, compassion, sharing, caring etc) and nominate each other for awards for small kindnesses done during the day.
- **Zero tolerance for mockery and shaming.** We do not correct these behaviours by shaming the culprit but by talking quietly to them and asking for empathy. They need to replace unkindness with kindness & do what is necessary to put things right and make the other child feel safe again.
- **Help and be helped.** Every day each child should help someone and ask someone for help. Point out and celebrate students who seek help as well as those who help others.
- **Teamwork makes the Dream work.** Provide daily opportunities for teamwork and collaboration.



TOP
10

7

Group the children purposefully



Usually, the **teacher should decide** where the children sit, rather than the children. There should be a reason for them having a particular seat.

Based on assessments that show where children are and how they are progressing, use different grouping approaches to provide the help they need. Some of these can be used in regular class, while others require special sessions outside of class:

- **Responsibility partners:** during or outside of class, pair children such that a confident and competent child supports and peer teaches a less confident and less competent child. As a pair, they are responsible to ensure that both partners understand the material.
- **Small groups and 1-on-1s:** Where staffing permits (& this can be done with trained volunteer staff and older students) work in small groups and in 1-on-1s for individual explanations of topics that are difficult or to practice skills away from the pressure of the bigger group.
- **Ability groups:** Special sessions can be run a few times a week with children grouped by ability (not by age or class). Groups of 3-6 students is ideal to allow for direct support and supervision for each child.
- **Group tables and benches** so that the children can move between different seating / work arrangements without too much trouble.



TOP
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8

Focus on Core Skills



There are specific core English and maths skills. Learners cannot achieve the higher-level skills without having the lower-level skills in place.

It is vital to **create opportunities** to develop these skills so they must be deliberately targeted in your planning.

Learning Goal Planner: It is vital to create opportunities to develop these skills so they must be deliberately targeted in your planning. *Use a weekly learning goal planner to be sure to focus on these core skills.* Here is an example that shows the subject content but also focuses attention on core literacy and numeracy skills. At the beginning of the week, the teacher shares the learning goals with the students and at the end (in the status / review column), the goals are reviewed to see how many were achieved.

Goal	Activities / Source of evidence	Status / Review
Vocabulary: Water, wet, rain, cycle, weather, grow, germinate, sunlight, storm, growth, dry, wind, cold, hot.	<ul style="list-style-type: none"> - Story carousel – story using new vocab. - Word / Sentence carousels. - Active learning – test your partner. 	
Literacy: <ul style="list-style-type: none"> - Segmenting & blending multi-syllable words - Sentence construction (full stop & capital letter.) - Listening to & discussing stories 	<ul style="list-style-type: none"> - Handwriting practice - Daily phonics lesson. - Word / Sentence carousel (as above). - Story carousel (as above). - Seeds & Water stories/texts & games 	
Numeracy: <ul style="list-style-type: none"> - Adding single and double digits - 2 x table as multiple additions - Place value 	<ul style="list-style-type: none"> - Games Carousel - Outside maths 	
Whole person learning: <ul style="list-style-type: none"> - Following instructions. - Keeping safe 	<ul style="list-style-type: none"> - Simon says - Follow my leader - Safe hands 	
Subject Content: <ul style="list-style-type: none"> - Water. - Seeds 	As above	

Here are some core skill areas to focus on.



Literacy Skills	Numeracy Skills
1. Phonemic Awareness	1. Counting
2. Letter Recognition	2. Number Recognition
3. Phonics	3. One-to-One Correspondence
4. Sight Word Recognition	4. Number Bonds
5. Reading Fluency	5. Addition
6. Comprehension	6. Subtraction
7. Vocabulary Development	7. Measurement
8. Writing Skills	8. 2D and 3D Shapes
9. Sentence Structure and Punctuation	9. Patterns
10. Storytelling and Oral Communication	10. Problem Solving

TOP
10

9

Make teaching & learning fun



Ensuring the classroom is full of **joy** is important but is easy to forget. We often carry memories of our own school days being boring and difficult but real learning is genuinely exciting.

Here are some ways you can make learning fun:

- **Smile** and show that you are excited to be with the children and are enjoying the topic
- **Play games** – board games, card games, matching, sequencing, team games, individual games etc etc. All sorts of games are possible.
- **Act dramas** – when there is a point to be made, a story to be revisited, an idea to be explored, ask the children to act it out. You and/or the children can write the drama.
- **Be creative** – sing, dance, draw, make things, *grow things*.
- **Do practical, experiential learning** - whenever possible, show the connection between real life and what you are learning. Especially, in science! Do practical science using the things around you.

TOP
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10

Strengthen executive functioning



If learners are to leave school able to think, learn and function independently and then inter-dependently, schools must provide opportunities for developing key executive function skills so students become independent learners. Here are some ways:

- **Agreed Expectations:** With students to agree five mutually agreed expectations. Express in the positive e.g. *We will speak respectfully to each other*. This governs teacher & students.
- **Time management:** Ensure the learners can tell the time and always time classroom tasks, reminding students of the remaining time as the task proceeds. Time tasks to complete: e.g. 30 seconds to get out books & pens. Under 1 minute to collect books in. Work to improve timings each lesson.
- **Clean & Tidy:** Ensure all classrooms are left clean at the end of each lesson so they are ready for the next class to start promptly. This is all part of planning and thinking of others.
- **Listen to & give instructions:** You need to ensure that learners are listening before you give instructions. Don't shout. Raise your hand & require that all learners look at you and raise their hands whenever you do. Then (& only then) give the instructions.
- **Plan learning goals:** All learners should have clear personal learning goals for the year, the term and each week. Help them think what is possible during 1-on-1 or small group planning meetings. Students must have opportunities to break down long-term targets into short-term goals.
- **Replace copying with activity-based learning:** Do not allow students to copy from you or from each other. Students should write nothing in their books that they do not understand. Students need to think individually, then discuss together before writing their own answers independently.



Watch Strategy 9, practice 3 video:

Exchange Project – Oct 2025

- OWL schools are making **Growth Mindset posters** to send out to our link schools in Bo
- Discuss what it means to have a ‘Growth Mindset’
- Why is it so helpful?
- Why are teachers in Bo being taught this strategy?
- Discuss what you could put on a poster to help explain this strategy to others. What images would help? Which words might help?
- Your posters will be sent to Bo to help the children there *(you might like to keep copies for your own classroom, after all, some of us also find it tricky to have a positive mindset!)*

4 QUALITY EDUCATION



TOP
10

2

Foster a Growth Mindset



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Mistakes are
my friends

ONE WORLD LINK

Learning, together with Bo, how to be active global citizens



EducAid



End of presentation

Next few slides provide text/images for school display

ONE WORLD LINK schools are partnering with EducAid Sierra Leone in a new exciting teacher training project. It will involve link schools in Bo who are ready and willing to develop teaching and learning using new approaches. We need to raise funds for the implementation of EducAid's Top Ten Strategies. We strongly believe that the teachers and children in our link schools can benefit from EducAid's research and expertise.

Logos

ONE WORLD LINK



Transforming Education in Bo

Can you help us with a donation?



Here's the link to our **Just Giving** page.

A big thank you from,



and



ONE WORLD LINK

There are currently 30 OWL schools, 15 in Warwick district linked with 15 in Bo district. Over the past 14 years we have been working together to learn from each other and support teaching in both countries through various projects. We have benefitted from relevant and child-centred projects often linked to the Global Goals – exploring issues such as Climate Action, Plastic Waste and Responsible Consumption.



Most Bo schools receive very little professional development or support. The longstanding relationships within OWL have enabled us to now start working with a partner Sierra Leonean organisation, EducAid www.educaid.org.uk For over 30 years they have been developing teacher mentoring and training which has been proven to be very effective - helping schools improve outcomes for both staff and children.



EducAid's vision is a democratic, dignified and globally-engaged Sierra Leone, where poverty is eliminated by educated citizens. OWL are delighted to be working alongside such a well established and vibrant organisation.

