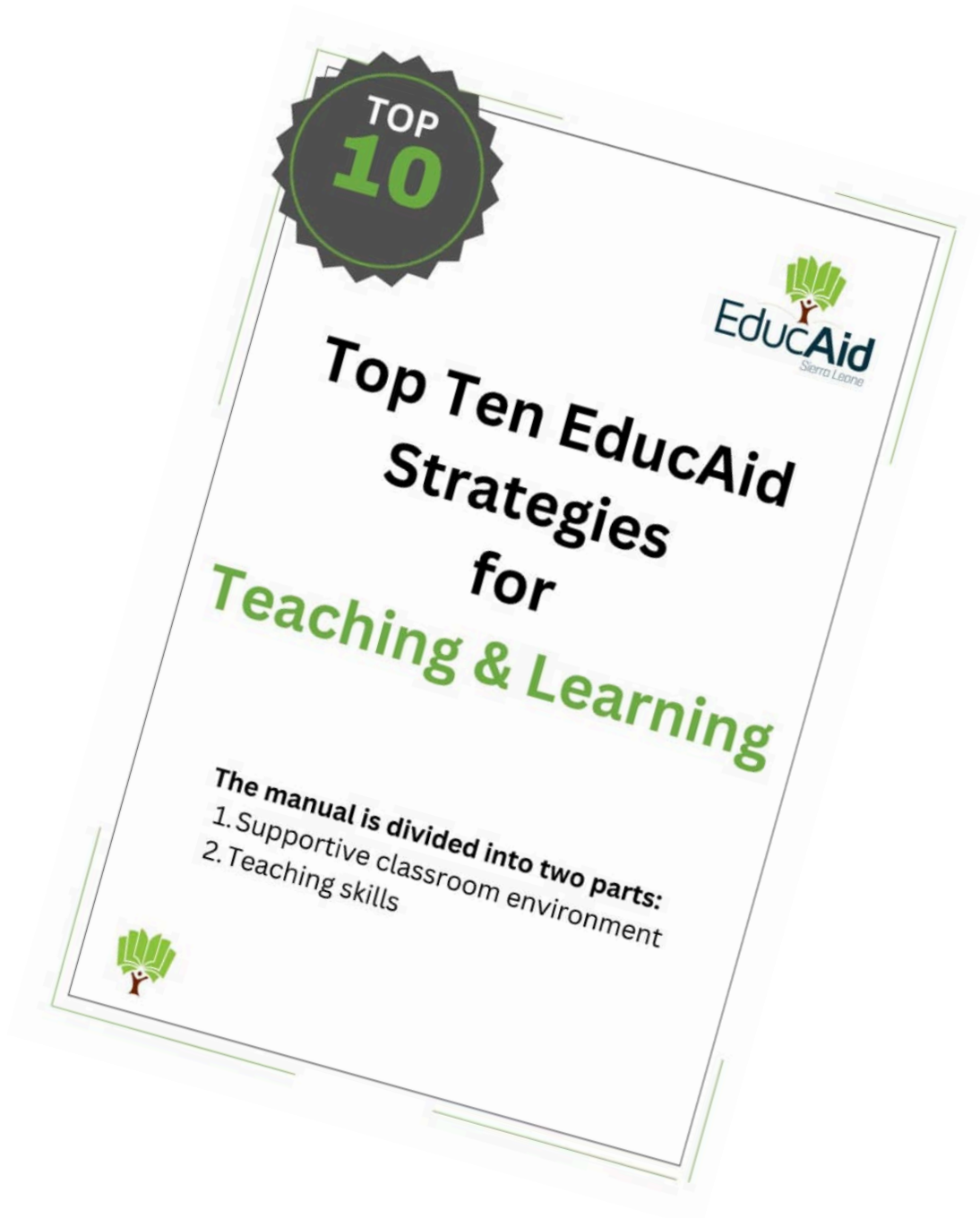


IGNITE BO PROJECT - PROGRESS REPORT



PROGRESS REPORT DATE: 15th DECEMBER 2025

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1. Executive Summary

The One World Link (OWL) is working in partnership with EducAid Sierra Leone through a collaborative teacher training project to ignite exciting quality education in five OWL schools in Bo district. OWL fosters a connection between Bo District in Sierra Leone and Warwick District in the United Kingdom, promoting justice, equality and mutual support through culture exchange, school linkages, and community projects. This new partnership with EducAid focuses on improving primary education in the linked schools in Bo with an initial focus on 5 schools who requested to participate. The initiative is part of OWL's broader commitment to strengthen community resilience and global awareness through sustained collaboration and mutual learning.

EducAid is a Sierra Leonean-driven organisation with over 30 years of experience transforming education, working with more than 300+ partner schools, focusing on gender equality and community involvement. Together, OWL and EducAid aim to raise educational standards and support the improvement in teaching and learning within the Bo community, contributing to long-term sustainable development in the region. The partnership targets five primary schools in Bo, rolling out the EducAid Top Ten Strategies for Teaching and Learning (ETTS) through in-school training sessions, improving attendance, raising literacy and numeracy outcomes, and strengthening community involvement. This work can be summarised in the following targets:

1. Ensuring students are IN school.
2. Ensuring students are in school and SAFE.
3. Ensuring students are in school, safe and LEARNING.

The EducAid Top Ten Strategies for Teaching and Learning detail ten actionable strategies drawn from EducAid 30+ years of experience focusing on supportive classroom environments and teaching skills to replace outdated practices like corporal punishment, poor teaching methodology, with inclusive approaches. Teachers have participated in in-school training sessions. As a result, they are beginning to implement strategies, track student progress via tools like “one page per child”, “core skills tracker”, “weekly learning goal planner” and foster improvement in literacy, numeracy, attendance and community involvement.

This targeted support aligns with EducAid’s mission to transform education in Sierra Leone as a whole. The success of this intervention hinges on the collaboration of various stakeholders, including educators, administrators, parents, and community partners. A unified effort among these stakeholders fosters a supportive ecosystem to bolster students' success. Open communication, regular progress updates, and collaborative problem-solving are fundamental aspects of this engagement.

2. Status Update - Implementation & Program Activities

We are pleased to provide an update on the ongoing implementation of the EducAid Top Ten Strategies for Teaching and Learning in the five One World Linked Schools. Whilst the implementation of the EducAid Top Ten Strategies is gradually progressing, there have been some challenges encountered along the way. It is important to note that we remain committed to addressing these challenges and ensuring the successful execution of this essential educational resource.

Training of the teachers across the five schools has been completed, even those that were not part of the initial training, have now been trained. Implementation of the ETTS in the

five OWL schools is indeed underway. Many teachers are making significant strides in incorporating this tool into their teaching and learning process. Teachers and students are gradually becoming familiar with the strategies, and their potential to enhance the educational experiences is evident. The walkthroughs and lesson observations indicate that there is much improvement in most classrooms across the schools. The staff time books, school logbooks, and student registers are complete and up to date. This is a good indicator that the administrative aspect in most of the schools is starting to function adequately. Additionally, there are school environment-friendly practices in place. Many teachers now refrain from using canes in the classroom and have replaced it with more respectful relationships. There are no suspected concerns regarding the safeguarding and safety of students in the schools at this time.



Photos of teachers during the EducAid Top Ten Strategies for Teaching and Learning in-school training session.

3. Student & Staff Attendance Report

Over the course of this term, attendance has been generally positive for both staff and students. We are aiming at achieving 100% attendance to make sure students are IN school when they should be and we are putting all measures in place to ensure we continue attendance progress next term. Government and government-assisted schools in Sierra Leone face a series of challenges in terms of getting students in school. Some of these challenges include:

- Initiation of students into secret societies (more the girls)
- As the holidays approach, parents moving with their children to a new environment, causing a transfer of that student from their current school to a new one.
- Students changing schools during the term without formal notification to the school
- Challenging attitudes of some teachers who are not used to preparing lessons that create opportunities for learning
- Low attendance of some headteachers.

Despite these challenges, we are working diligently to navigate in the direction where we will see every student in school. This will happen through the continuous engagement with community stakeholders.

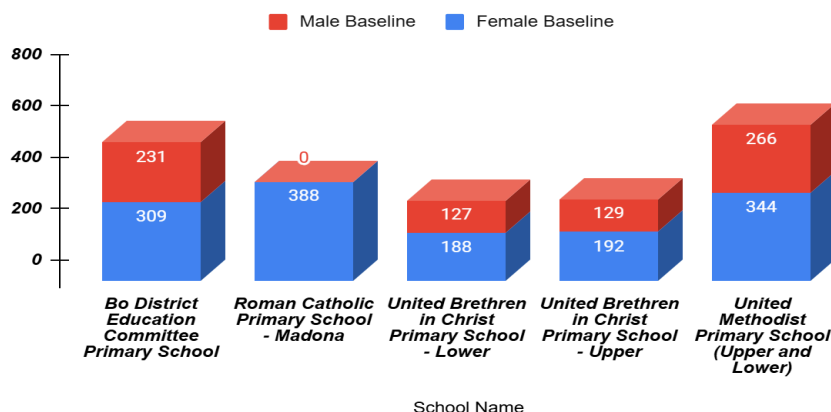
Table showing the baseline number of students (boys and girls) in each school.

School Name	School Baseline	Female Baseline	Male Baseline
Bo District Education Committee Primary School	520	309	231
Roman Catholic Primary School - Madona	388	388	0
United Brethren in Christ Primary School - Lower	315	188	127
United Brethren in Christ Primary School - Upper	321	192	129
United Methodist Primary School (Upper and Lower)	610	344	266

This chart presents the baseline enrolment by gender for the selected primary schools, disaggregated into female and male learners. The baseline figures were established using the highest recorded headcount observed during a consecutive five-week period of school visits conducted by EducAid coaches.

The chart enables a comparative view of female and male enrolment across schools, highlighting overall enrolment levels as well as gender distribution within each school. This baseline serves as a reference point for monitoring future changes in enrolment, assessing progress towards gender balance, and informing targeted school improvements and inclusion strategies.

Female Baseline and Male Baseline



Student Attendance

The student enrolment baseline was determined by reviewing attendance data collected during the EducAid coach's visits over a five-week period. The highest recorded number of students present (based on headcounts) across these five visits was taken as the baseline enrolment / attendance figure for the school.

On average, the actual student attendance has surpassed 80% of the anticipated enrollment over the entire term. The EducAid target in partner schools is 85% and above (although in our own schools, we target 98%) so there is still scope for improvement. This chart shows

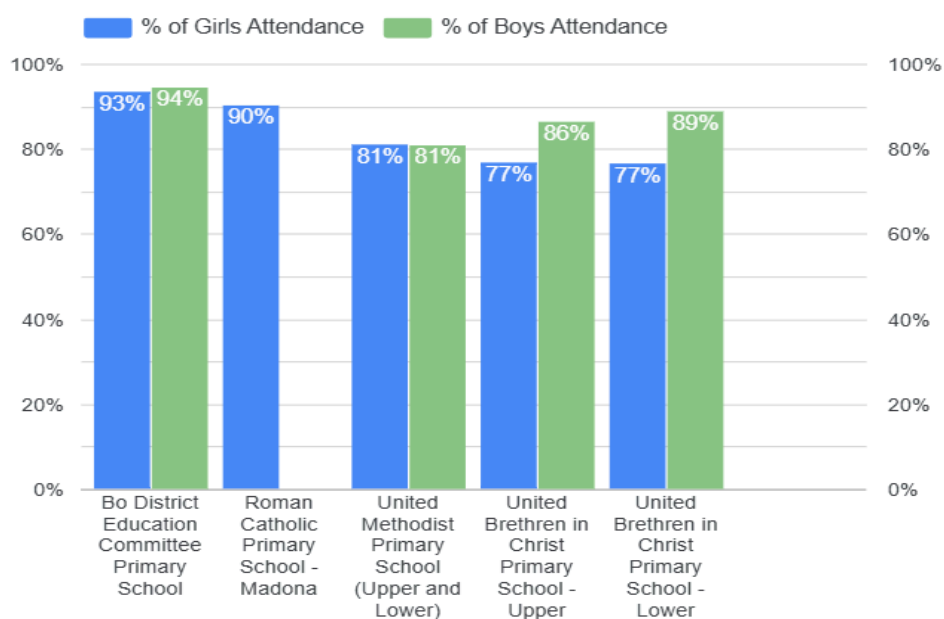
the average attendance for Term 1 (in total and by gender) along with the number of students expected.



In reviewing the data and looking at each school individually, it was noted that girls' attendance at the United Brethren in Christ schools fell below that of the boys by almost 10 percentage points. This will be investigated further in Term 2.

One factor in the drop in student attendance occurred because a few parents transferred their children to other schools at mid-term due to distance and changes.

Because of the long distances that many children travel to get to these schools, they arrive quite late at school, so they are not be counted in the morning attendance. Missing morning classes is making it impossible for these children to have the correct amount of time in the classroom, so they are missing out on valuable learning.

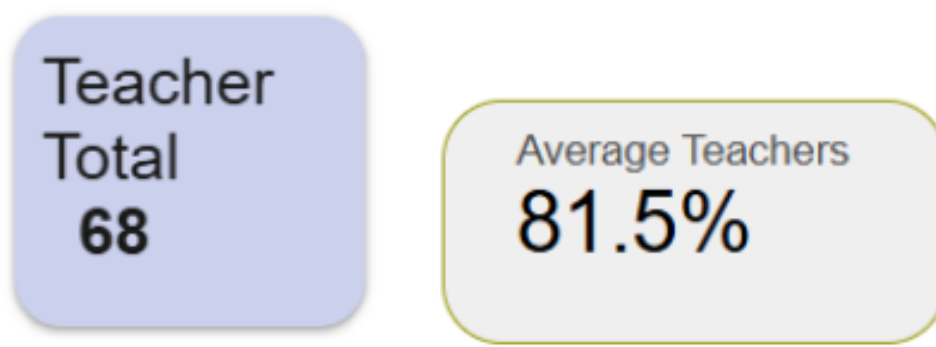


Even though the general attendance rate is above 80% in the five schools, 10% of 2,170 students is the equivalent to 217 students missing school in term one. Further activities to ensure more children are consistently in school will be a part of the planning for Term 2.

Teacher Attendance

The teacher attendance baseline was established using headcount data collected during the same five-week period of school visits. The baseline was determined by taking the highest number of teachers present across the five visits.

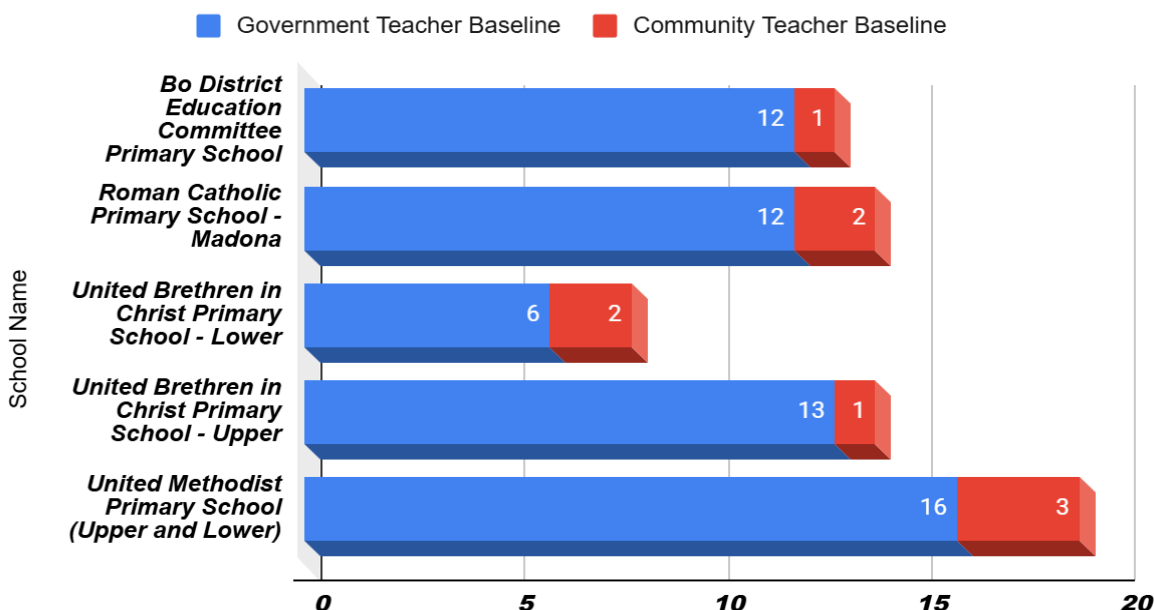
There are a total of 68 teachers expected in the five schools. The average attendance of teachers in this term was 81.5%.



The breakdown by teacher status and school is shown below:

School Name	Total Number of Teacher	Government Teacher	Community Teacher
Bo District Education Committee Primary School	13	12	1
Roman Catholic Primary School - Madona	14	12	2
United Brethren in Christ Primary School - Lower	8	6	2
United Brethren in Christ Primary School - Upper	14	13	1
United Methodist Primary School (Upper and Lower)	19	16	3

Government and Community Teachers



It has been observed that some teachers from BDEC and UMC are attending teacher training colleges so they are not in school two days per week. The saving grace for this situation is that these teachers were paired in class, so the students are not left unattended.

4. School Safety

We did a session around safety during the EducAid Top Ten Strategies training with all the teachers that were present. For the teachers that were not present, we organised a second session during the following week. In the session, we talked about good touch and bad touch messages, safety in five (reporting any issue around sexual assault within 5 minutes and identifying 5 safe people to talk to about things that worry you), safe hands, the three P's (Prevent abuse, Protect the students from abuse, and Promoting good relationships and living) and zero tolerance to all forms of corporal punishment. To follow-up on the training around safety, JP the project coach check students' books for the safe hand diagram with the names of the five safe and trusted people, good touch and bad touch diagram, where students are now able to clearly explain its meaning, the 3P's posters. This is having an impact on student safety in the school. They now know how to report what and to whom more confidently.

We likewise ensure that the school environment and classrooms are always free from potential threats, through the daily walkthrough with the headteachers, issues like broken

benches/chairs and tables, hanging ceiling boards etc. that pose a risk to the students and teachers jeopardising learning.

5. Classroom Activities & Observations

The coach has been doing lesson observation with the involvement of the headteachers, which is important as it encourages the headteachers to see it as a usual habit that they should be doing even when the coach is not around. Also there are ubuntu stars and ubuntu charts in all the classrooms across the five schools, which suggests teachers are becoming more used to giving positive reinforcement and recognition for students' efforts. Many teachers praise students for their effort and hard work now (and not just performance as before), and there are growth mindset posters in all the classrooms as well. Most teachers also have their one -page-per-child books, and their core skills trackers, which is essential for tracking the progress of students. Many of the teachers are working hard towards the implementation of the Top Ten Strategies. Every week the coach meets with the teachers to debrief on what went well and areas for improvement, focusing on the EducAid Top Ten Strategies for Teaching and Learning to guide discussion.

a. Use of ETTS

Each teacher now has the ETTS Strategy Booklet. The ETTS Strategy Booklet provides a contextually relevant framework for effective teaching and learning, designed to enhance academic performance and provide tailored intervention in learning gaps. In response to the multifaceted challenges faced in the education sector, the strategy aims to address diverse learning needs, improve educational outcomes, and foster an inclusive learning environment. It serves as the primary resource to support teachers in the five OWL primary schools, providing practical guidance to enhance teaching and learning outcomes.

Quotes from the headteachers around the EducAid Top Ten Strategies during post training follow-up.

"The strategies support not just the academic aspect of the students, but also the development of life skills critical for our students' development". Mr. Abu Mansaray - UMC Upper.

"These few months working with EducAid and gradually implementing the Top Ten Strategies for Teaching and Learning, is creating room for teachers to use new strategies in their teaching as compared to before, example; the use of the one page per child and knowing the names of the students in class is very important to achieving good relationships in the classroom". Mrs Mariam - RC Madonna

“Before the intervention, my teachers have been using canes to flog students when they misbehave, but now I am seeing improvement to zero tolerance use of the cane and corporal punishment from the teachers”. Mrs Mamakoh Fullah

“The first part of the strategies talks about a supportive classroom environment, with this most of my teachers are somewhat confident to address the learning needs of their students now”. Mrs Agness

“Strategy 1 has taught the teachers to use the names of their students during lessons, this makes the students feel that they belong and are loved”. Mrs Sarah Tucker - BDEC Messima



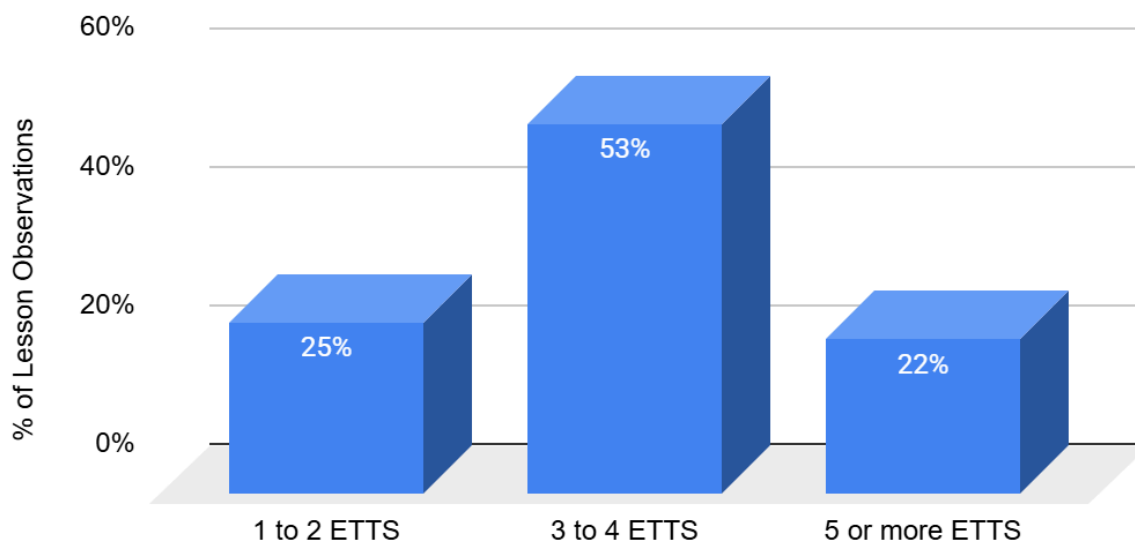
Photos of coaching session of class 5 teacher together with the headteacher & after school debrief session with teachers around the EducAid Top Ten Strategies.

Three out of five headteachers were enthusiastic in providing support to their teachers in terms of supplying them with one-page-per-child and the core skills tracker book cards to design posters for their classrooms.

The frequent visits of the coach in those five schools makes it possible for the teachers to reach out to him for further clarification of the strategies. English speaking has been normalised for all the teachers during and after lessons, though some students struggle with speaking, quite an encouraging number do speak English in class and in the school compound as well, and this was pioneered by the headteachers and some hardworking teachers, supported by the coach.

There have been 71 lesson observations. Across these lesson observations, at least one ETTS has been seen in practice in every lesson observed. The chart below shows the number of ETTS used in any given lesson. The goal over the next term will be to train more teachers to implement at least 5 ETTS in every lesson.

Strategies Practiced during Lesson Observations

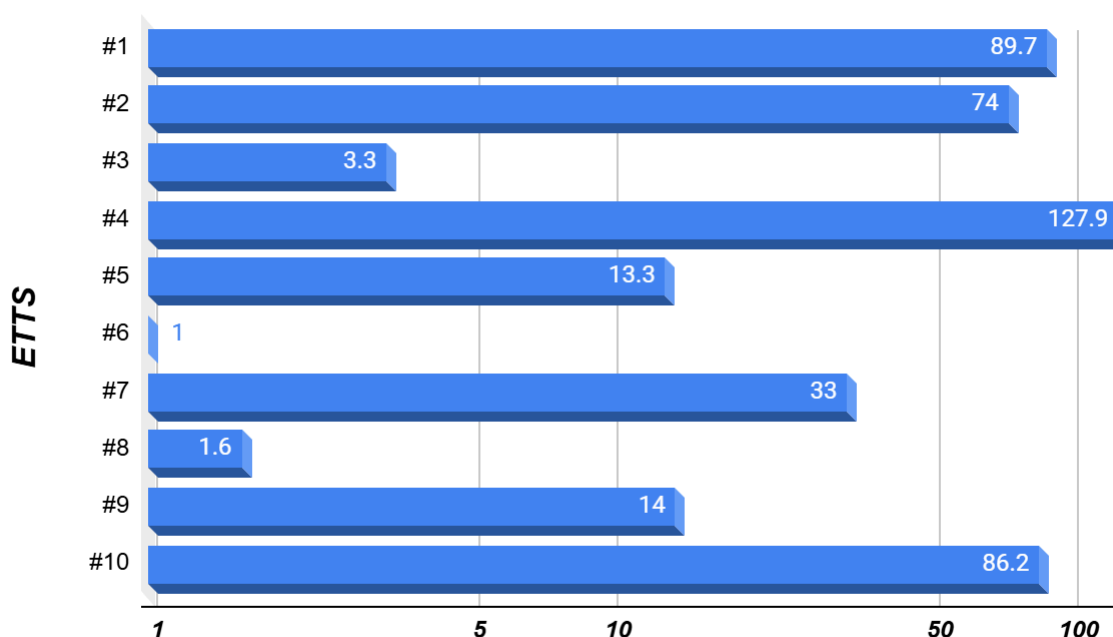


This chart below shows the total percentage scoring of all teachers in the practice of EducAid Top Ten Strategies for term one. This scoring counts how many “practices” for each ETTS is observed. The maximum for each lesson is five ETTS so far. The higher the score, the more supporting practices a teacher is implementing.

The table below shows the number of times the practice has happened in all the lessons observed for this term.

Strategy	Total Score based on # Practices Observed per strategy
#1 - Ensure all students know they are known and seen	89.7
#2 - Foster a growth mindset	74
#3 - Support learning to learn	3.3
#4 - Create a kind classroom	127.9
#5 - Believe in your students	13.3
#6 - Always Know the children’s level of mastery	1
#7 - Group children purposefully	33
#8 - Focus on core skills	1.6
#9 - Make teaching and learning fun	14
#10 - Strengthen executive functioning	86.2
Average	44.4

Total Score for Each Strategy in Term 1



Total Score Based on All Lessons Observed

b. Activity-Based Learning

Activity-based learning is a teaching method where students learn by doing hands-on activities, like experiments, games, or group work, instead of just listening or memorising.

The recent activity-based learning games creation sessions conducted with teachers across the five One World Linked partner schools in Bo district appears to have been successful. These sessions involved collaborative development of educational games designed to engage students actively in their learning process. The games focus on key subject areas such as literacy, numeracy, and critical thinking to bring the curriculum to life while making learning enjoyable and hands-on.

This initiative is crucial for improving teaching and learning outcomes because it shifts the traditional teacher-centred approach towards a more student-centred, participatory learning environment. By using games, teachers can foster greater students' motivation, enhance understanding through practical application, and support diverse learning styles. Furthermore, these activity-based learning games directly support the implementation of ETTS 8: focus on core skills, as the games create opportunities for practising skills of reading, writing, speaking and listening, as well as ETTS 9: Make teaching and learning fun.

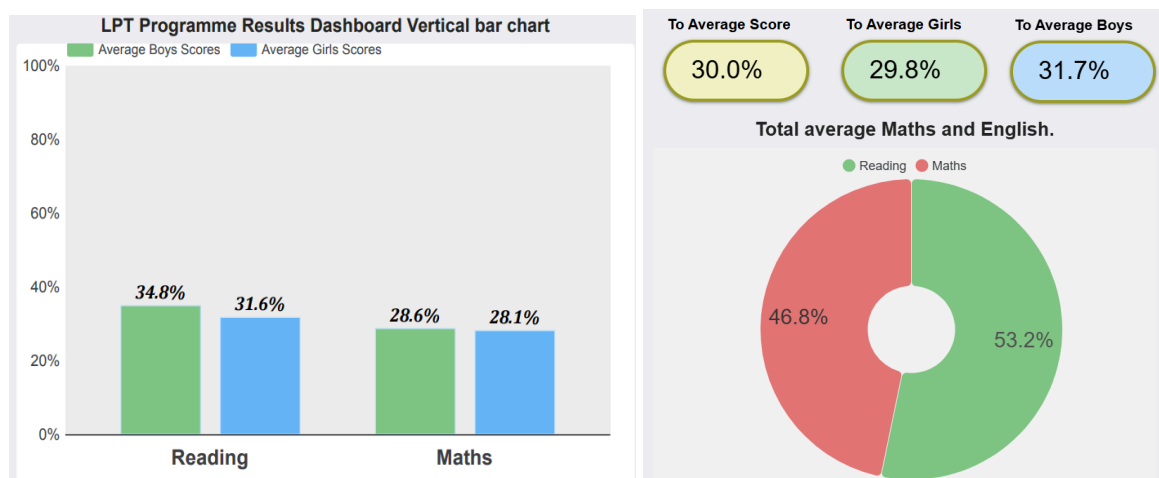


Photos of the activity-based learning games creation by teachers & a cross section of the teachers standing round the table of the created games.

There will be a lot of work required to ensure that these games are a daily expectation in all the classrooms, but we have made a start.

C. Baseline Assessment & Academic Performance

The baseline LPT (Learning Progress Test) assessment evaluated reading and maths performance across the five OWL schools in Bo District, involving 480 students (180 boys, 300 girls).



The baseline LPT assessment revealed low overall averages: boys at 31.7% (28.6% maths, 34.8% reading) and girls at 29.8% (28.1% maths, 31.6% reading). Reading outperformed maths, with boys slightly ahead overall, but foundational gaps persist in both subjects and genders. These results show the urgent need for dramatic improvements in the teaching if we are to see improvements in the learning.

6. Community Engagement

On the 1st December 2025, EducAid held a listening community engagement meeting across the five schools with a purpose of strengthening community-school collaboration in support of the schools' development and to listen to parents on how they can contribute to their children's education. The community people were asked to discuss images cards showing possible parental priorities for children's education. Parents discussed in small groups and their feedback was shared with the whole group. This engagement created room for an open dialogue and encouraged active participation, laying a strong foundation for ongoing collaboration between the school and the community. Once priorities were identified, then we discussed how we can achieve these priorities together. What will their responsibilities be? What will the school's responsibilities be?



Photos of community engagement meeting

7. Ministry Visit

On the 5th of December 2025, the Ministry of Basic and Secondary School Education (MBSSE) and the Ministry of Teaching Service Commission (TSC) visited BDEC Primary School - Messima. The purpose of the visit was to address issues of poor teacher (and headteacher) attendance and to re-echo the duties and responsibility of the teachers to their students and that the Ministry does not want to hear of any negligence from the teachers in performing their duties. The discussion also covered the Bo Ignite Project with a stern warning to implement it seriously and avoid any negligence. The delegation further informed the teachers of upcoming unannounced visits to monitor progress.



Photos of Ministry visit and engagement with the teachers

8. Success & Challenges

Key successes for Term 1 are summarised below:

Training of all the teachers around the EducAid Top Ten Strategies for teaching and learning.
Improvement in the implementation of the strategies with respect to: <ol style="list-style-type: none">1. The use of the one page per child2. Core skills tracker document3. Ubuntu star chart4. Classrooms agreed expectations5. Growth mindset posters6. Teachers know the names of their students.7. Zero tolerance to the use of canes - replace with respectful positive behaviour management8. Bad Touch & Good Touch posters, promoting bodily autonomy9. Tidiness of the classrooms and school environment
Training on Activity-based learning games design
Average teacher attendance above 80%
Average student attendance above 85%
Ministry (MBSSE & TSC) collaboration

Key challenges for Term 1 are summarised below:

Low average scores in literacy and numeracy at baseline level
Limited access to stationery supplies to prepare posters and games, such as: <ul style="list-style-type: none">● Markers● Glues / Sellotape● Card / flipcharts
The negligence of a few teachers in implementing the project because they expected to be paid extra by the project.

9. Recommendations & Activities for Term 2

1. Engage schools over the weekend of 3rd and 4th January to do cleaning of the compound ahead of the new term which starts on 5th January.
2. Engagement with the Ministry (MBSSE and TSC) together with the five headteachers on key issues on the first/second week of the reopening of school.
 - The performance of students in the baseline LPT assessment.
 - Negligence of some teachers in effectively implementing the project due to an expectation to be paid extra by the project
3. Retraining of teachers around the EducAid Top Ten Strategies for Teaching and Learning, followed by weekly coaching.
4. OWL to provide basic refreshment for teachers during the in-school ETTS sessions, as there is no provision in the budget for that.
5. Continuous community engagement to improve attendance in the second term.

Appendix i

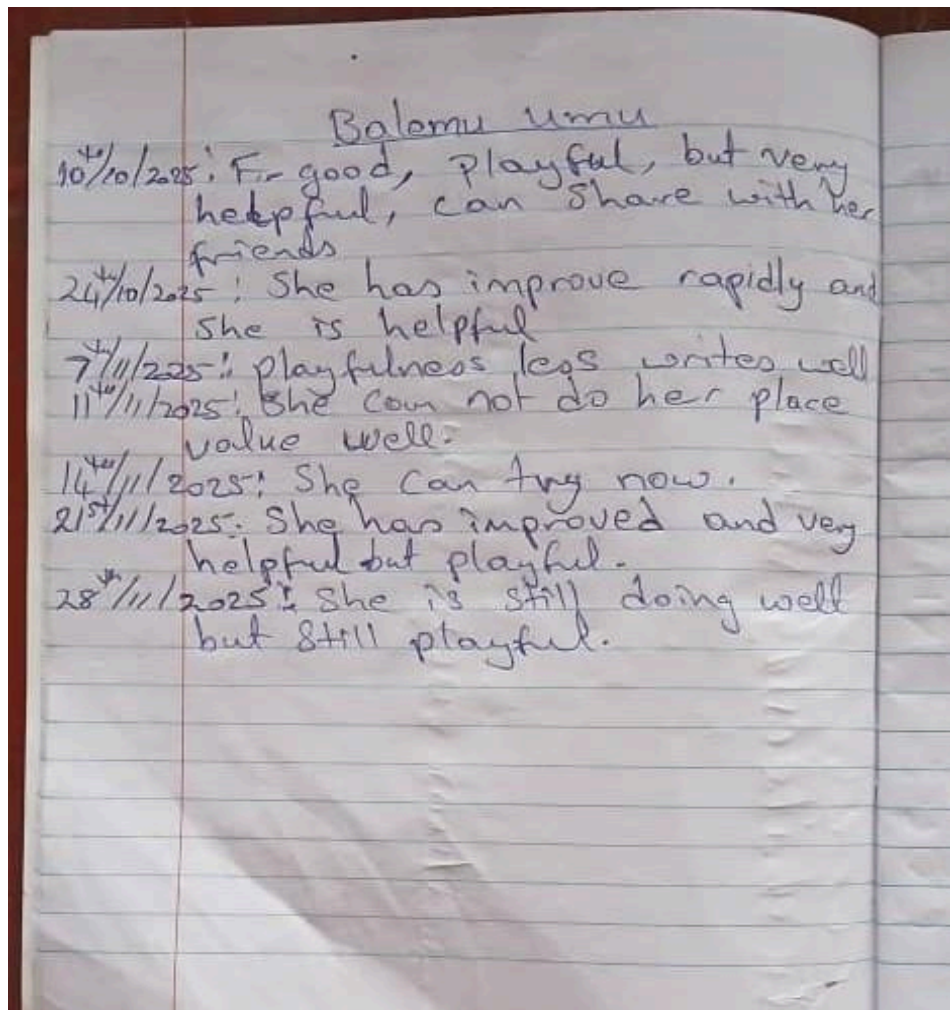
Core skills tracker document



Names	Reading	Writing	Sentence construction	Punctuation	Word identification	Comprehension	Spelling	Grammar
1. Betty Abu								
2. Zainab Aruna	✓	✓	✓	✓	✓	✓	✓	✓
3. Fatmata Barrie	✓	✓	✓	✓	✓	✓	✓	✓
4. Patricia Bangura	✓	✓	✓	✓	✓	✓	✓	✓
5. Esther Blackie	✓	✓	✓	✓	✓	✓	✓	✓
6. Mariatu Farma	✓	✓	✓	✓	✓	✓	✓	✓
7. Sallamatu Fofanah	✓	✓	✓	✓	✓	✓	✓	✓
8. Fatmata Fofanah	✓	✓	✓	✓	✓	✓	✓	✓
9. Hajara Fofanah	✓	✓	✓	✓	✓	✓	✓	✓
10. Mariama Jah	✓	✓	✓	✓	✓	✓	✓	✓
11. Kadiatu Jalloh	✓	✓	✓	✓	✓	✓	✓	✓
12. Yessie Jalloh	✓	✓	✓	✓	✓	✓	✓	✓
13. Eleanor Jones	✓	✓	✓	✓	✓	✓	✓	✓
14. Margaret Josiah	✓	✓	✓	✓	✓	✓	✓	✓
15. Hauwa Juleh	✓	✓	✓	✓	✓	✓	✓	✓
16. Aminata Kamara	✓	✓	✓	✓	✓	✓	✓	✓
17. Hyakeli Kamara	✓	✓	✓	✓	✓	✓	✓	✓
18. Zainab Kamara	✓	✓	✓	✓	✓	✓	✓	✓
19. Jenda Keita	✓	✓	✓	✓	✓	✓	✓	✓
20. Augusta Kentekai	✓	✓	✓	✓	✓	✓	✓	✓

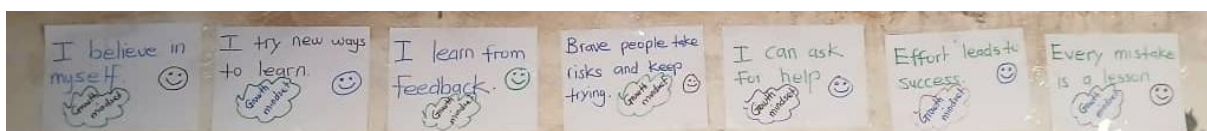
Appendix ii

One page per child



Appendix iii

Growth mindset posters



Appendix iv

Safe hand diagram with names of the five safe and trusted people



Appendix v

Three Ps (3Ps) diagram.

