

Assessment of the Long-Term Results of FRC's Adult Literacy Programme

An Adult Literacy Project Conducted by the Finnish Refugee Council in Co-operation with Partner Organisations from 2009 to 2011 in Sierra Leone.

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Aknowledgements

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Abstract

The purpose of this assessment report is to present and analyse the long-term impact on the Finnish Refugee Council's (FRC) functional adult literacy programme in Sierra Leone. The data for this report has been collected from the assessment conducted in 2016 by FRC and its three previous partners CARD SL, HELP-SL and ISLAG.

The adult literacy programme was implemented in over 150 communities from 2003 until 2011. The primary purpose of the adult literacy programme was to provide post-conflict returnees within these communities with basic literacy and numeracy skills. The programme was implemented using the participatory and discussion-based REFLECT method. Agricultural and business skills, and awareness of health and sanitation were integrated into the literacy and numeracy education. The programme was implemented in a sustainable manner to allow communities to continue the project once all funding and support ended in 2011.

After 5 years of absent support, and the outbreak of Ebola within the country in 2014-2015, FRC felt it was necessary to conduct an assessment on whether any traces of the project still existed within the targeted communities, which long-term changes had occurred in them – if any, and what can be learnt from these changes.

Twelve communities and one pilot community with a combined total of 403 participants were included in the assessment. Participatory assessment tools and methods were used throughout, encouraging the participants themselves to identify and explain the changes they had experienced.

The responses collected in this assessment provide tangible evidence of the long-term changes stemming from the adult literacy programme. The most significant and prominent changes were identified as the everyday use of practical literacy, numeracy and business skills, improved agricultural practice, higher self-esteem, support for children's education, and group farming. These changes demonstrate strengthened capacity at both individual and community level, as well as improved social cohesion – all of which are pivotal for post-conflict communities. It was confirmed that 11 out of the 12 communities, and the 1 pilot community, had continued the programme until the outbreak of Ebola, and many had restarted it after the epidemic. However, the skills obtained were in active use in all communities regardless of whether learning activities still continued.

The main contributing factor to these changes was that the issues and topics covered in the learning responded to the communities' true needs: the topics had everyday relevance and importance, and the new skills were possible to put into practice immediately. Another contributing factor was the various trainings provided as part of the programme. As for the independent continuation of learning activities, the most crucial factor was the presence of a trained facilitator in the community. All these contributing factors link back to the overall approach and participatory methods of the project.

The main hindrances to the project and its continuation were identified as the absence of a facilitator, followed by lack of facilitator compensation by learners. In addition, the outbreak of Ebola was a considerable, though temporary, hindrance to the learning programme.

Following this assessment, the FRC recommends that investment in adult literacy programmes is an effective method for creating tangible, sustainable and long-term changes. These changes excel past individuals and significantly impact both families and communities.

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List of Acronyms

CMC- Community Management Committee

CARD-SL- Community Action for Rural Development- Sierra Leone

FRC- Finnish Refugee Council

HELP-SL- Helping the Less Privileged- Sierra Leone

ISLAG- Islamic Action Group

LOL- Lets LOL

NGO- Non-Governmental Organisation

SLADEA- Sierra Leone Adult Education Association

TOR- Terms of Reference

VSLA- Village Savings and Loans Association

Section A: Context of the Adult Literacy Project

A.1 The Adult Literacy Project 2004-2011

The Finnish Refugee Council (**FRC**) is an international non-governmental organisation which works to fulfil the rights of refugees and migrants, guarantee their equal participation in societies, and ensure their recognition as members and builders of those societies. FRC has been working in Sierra Leone within the field of adult functional literacy since 2003, and began to work in the field of youth vocational training and employment in 2007. The literacy rate of the country - as reported in the UNDP Human Development Report 2002 - was only 30% in 1998, with significant gender and urban-rural disparities. As a response to the post-conflict situation, the FRC decided to focus on adult literacy as its contribution to the recovery phase.

Adult education, and more specifically - adult literacy with a REFLECT approach, has been the FRC's primary focus in Sierra Leone. Whilst implementation has not always been strictly conforming to the REFLECT method, the approach taken by FRC has continued to be based around learners and human rights.

REFLECT is understood as an approach which focuses on adult learning and on impacting upon wider social change. REFLECT works by creating an on-going open space where the participants can meet and discuss the topics and issues which are relevant to them. In addition, REFLECT works through the use of several participatory tools and methods which allows the participants themselves to identify and demonstrate their desired changes. Participants themselves decide upon what they want to learn, and prioritise which topics are relevant to them. The participants are then taught and supported by local facilitators from their own communities. REFLECT uses adult literacy as a gateway to encourage wider changes and development in the communities. For more information on REFLECT, please visit https://www.actionaid.org.uk/sites/default/files/doc_lib/190_1_reflect_full.pdf

FRC has worked with several partners, including radio stations, from 2004-2011. Working alongside 11 partners, FRC reached 150 communities and nearly 20 000 adult learners throughout the implementation of the project. The learning was supported through the use of 'Learner Generated Materials,' radio stations' civic education programmes, and various facilitator and stakeholder trainings. Agricultural and business training was also offered to selected facilitators and community members. These facilitators and community members were selected by the rest of the community to undertake the training in order to pass on their new skills to the rest of their learning circle members.

A.2 Characteristics of the Project

A.2.1. *The Long-Term Sustainability of the Project*

As facilitators did not receive compensation, the long-term continuity of the learning programme was supported through the creation of a 'Sustainability Fund.' This fund was designed to allow communities to independently continue their learning programmes without having to rely upon external support or resources. However, the sustainability fund was not given to the learning circles in the form of physical money. Instead, learning circles had to collectively agree upon resources which they wished to obtain in order to secure long-term sustainability. The sustainability fund was often requested in the form of goats or seeds.

The fund was given in kind to the value of \$250 to each learning circle according to the request of the learning circle. It was a one-time investment for the learning circle, where it was advised that the fund should be divided so that 60% would be used on facilitation materials and facilitator compensation, 30% as seed money or bank re-investment, and 10% given to participants as 'food for work' to ensure motivation. These resources were used to finance the future costs of implementing and running the learning programmes. It was found that already during the implementation the fund was sometimes turned in to a revolving fund, whilst in other cases it had also been used for other community purposes.



Goats are important livestock in many of the villages that participated in the project.

A business fund was additionally provided for 25 out of the 150 communities. However, several forms of criteria existed which needed to be fulfilled in order for the communities to obtain this fund. For example, business plans and records had to be provided, whilst the effective use of the sustainability fund and cooperative nature of the group was also assessed. This business fund, combined with business trainings, was also provided in kind and was to the value of \$400. Within this assessment, 3 of the monitored communities had previously been given a business fund.

A.3 The Learning Materials

The communities were given both Learner Generated Materials (LGM's) and later Sierra Leone Adult Education Association Materials (SLADEA). LGM's included 4 books where the content was solely generated and used by the learning participants and facilitators in the learning circles according to the REFLECT approach. Stories and ideas in these books had been used in study circles as materials, before they were collected, written down and selected by the FRC and its partners as LGM's for other groups to use. LGM's were distributed to all learning circles during the implementation phase. This approach ensured that the information in these LGM's was relevant and useful to the targeted community and learners, by tackling real life issues relevant to them. Learner-centred materials also served to make the learnt information easier to put to practice.

SLADEA materials were learning materials which were created by the national non-governmental organisation SLADEA. The organisation promotes and supports adult education in all its forms nationwide. In addition to their other activities they have material production from beginner's level forward, and also thematic materials including e.g. non-violent

communication. Thus, these have also been used in the FRC project and have been very useful for the learners as they have been created in and for the Sierra Leonean context.

A.4 Choosing the Facilitators

Facilitators were initially selected primarily by FRC according to their given academic criteria. However, it was quickly discovered that this approach was not always effective as those who had been chosen were sometimes not trusted or respected by the community members. This often resulted in a very low turnout of learners and the FRC team learnt that the facilitators should also be chosen by the community members themselves. Thus, the facilitators were then chosen based on the criteria of a 'minimum literacy skill level' and the acceptance of the community.

A.5 Action Points and Community Management Committees

Action points were part of the REFLECT process where after each learning session the group collectively decided to act based on the learnt issue. These were activities which they would complete together and, sometimes, with the whole community. These included smaller actions, such as cleaning days, as well as more substantial ones, such as agreeing upon community by-laws or building roads.

Community Management Committees were local committees set up in project communities for the purpose of overseeing and managing the successful implementation of the project. The committee members were selected from the among the members of the community, including one literacy group participant and one facilitator. The committees also ensured there was a link and a feedback system between the literacy group and the entire community and stakeholder.

A.6 The Adult Literacy Project After 2011

The project was evaluated using the REFLECT evaluation framework right after the implementation phase ended. Primarily, the evaluation was conducted in collaboration with PAMOJA West-Africa in 2012. However, other partner organisations and stakeholders, also from neighbouring countries, significantly contributed towards this process.

Since 2012, FRC has focused upon strengthening the adult literacy programme by using previous 'lessons learnt', in order to improve the adult learning in the country. This was done by developing REFLECT training and facilitation packages together with the PAMOJA Sierra Leone organisation (which is a member of the umbrella organisation PAMOJA West-Africa). These packages were based upon previous experiences in implementation until 2012, and the experiences during the second phase of the project (between 2012-2014). As a result, the Adult Literacy REFLECT Training Manual and REFLECT Facilitators Manual were produced. The first one is for instructors to use in the training of REFLECT community facilitators. The second one is contributed by facilitators and based on their experiences. The topics and units cover all four adult literacy course areas: Literacy, Numeracy, Income Generating Activities and Community Studies. The manual functions as an information base for the facilitators and provides guidelines for the facilitation process. The materials were finalized in 2016 and are free to download at <http://refugeecouncil.fi/materials>.

Since the implementation of the adult education programme ended in 2011, neither FRC nor FRC's previous partners have supported or monitored the adult learning within the previous operational communities. Furthermore, during the Ebola epidemic from June 2014 until July 2015, there were severe restrictions on all meetings, social gatherings and other forms of movement. All meetings, except for Ebola sensitization meetings, were prohibited. Understandably, this situation significantly impacted upon both business and household economies in Sierra Leone. With knowledge of these circumstances, it was decided by FRC that it was necessary to investigate if any traces or effects of the adult literacy project remained within the targeted communities.



Is there anything left but a signboard?

Section B: Context of the Assessment

B.1 Assessment Purpose

The purpose of this assessment was to determine and evaluate what types of long-term impacts, if any, have remained of the REFLECT adult literacy programme. In addition, the purpose of this assessment was to identify what types of changes have taken place and what we, as an organisation, can learn from these changes.

B.2 Assessment Focus

The focus of this assessment was to determine what the long-term sustained positive results are within the communities where the literacy program was active from 2009-2011.

In particular, the assessment focused on answering the following questions:

1. Have we made any difference and what can we learn?
2. What has the adult literacy program possibly brought in to the lives of the adults who participated? What has changed?
3. What has been accomplished?
4. How has this been achieved?
5. What were the successes and hindrances?

B.3 Interpreting 'Impact'

Within this assessment, **impact/impacts** are understood as *“positive or negative changes produced by a development intervention, directly or indirectly, intended or unintended - in the context of its environment, as it interacts with the multiple factors affecting development change”* (DFAT ODE, Australian Department of Foreign Affairs & Trade Office of Development Effectiveness).

This definition has been selected as it can be used to explain and assess both social and educational changes.

Section C: The Assessment Approach

C.1 The Appreciative Inquiry Approach

This assessment used an Appreciative Inquiry approach in the assessment process which aimed to identify:

1. What were the past strengths - what was achieved well?
2. What have we accomplished and how did we get there?
3. How can this be replicated or used in the future for different arenas?

This approach was chosen as it reflects the purpose of this mission in attempting to identify changes, understanding how those changes were accomplished, how success was achieved and how this can be replicated. Whilst hindrances are also discussed within this assessment, they are used in order to allow FRC and its partners to learn from them in the future. However, hindrances were not primarily focused upon as currently there are no future activities planned by FRC or its partners.

C.2 The Community Selection Process

The partners involved within the assessment proposed that the communities should be selected according to the criteria given in the TOR (Terms of Reference): “positive sustained results in the communities where the literacy program was implemented from 2009 till 2011.” If no information was available on the present situation of a community, it was recommended that communities where the project was implemented successfully should be selected instead.

Once these criteria were fulfilled, it was suggested that the following should also be taken in to consideration:

- The distance between the communities. This was important as the assessment team needed to reach between 5-6 communities during the 2 days reserved for each organisation.
- Community accessibility (how badly heavy rainfall had affected the roads etc).
- In addition, it was essential that the selected communities had not had any literacy activities funded by FRC or its partners after 2011.

The final selection of communities was conducted by CARD SL, HELP-SL, and ISLAG according to the following measures:

- Positive records of participation during the time of implementation.
- Accessibility, especially as the rains continued longer than normal.
- Clustered communities.
- Communities where the facilitators were still around.

All of the selected communities were in the Bo-district, with the closest community being around 45 minutes away from Bo-town, and the furthest being about 3 hours away. There were four communities selected per partner with the addition of one extra community where the monitoring tools were initially piloted. Thus, 13 communities, including one pilot community, were used in this assessment.

C.3 Sources of Information

C.3.1 The Project Beneficiaries

The main sources of information were the beneficiaries (learners, facilitators and CMC-members) and key persons in the communities where the adult literacy project had been implemented.

C.3.2 The Assessment Team

Some additional comments have been added by the assessment team members due to the fact that three of the five assessment team members were monitoring officers for several years during the implementation phase. Therefore, these team members had an in-depth knowledge of the assessed activities, the communities monitored in this assessment as well as the other communities involved in the programme. They also possessed an understanding of the fundamental principles, aims and overall functioning of the project. As there was wider knowledge and experience of the project within the assessment team, some generalisations and observations in the results from the 13 visited communities are supported with additional information. This is a case for the sections 'Lessons Learnt' and 'Conclusions.' The additional notes made by the team members are clearly mentioned within the text itself. The results which were obtained from the participants (learners, facilitators, CMC-members, other community members, chiefs) have also been clearly listed.

C.3.3. Project Documents

Other sources of information used within this assessment, were project documents which were originally used to gather background information on the communities. Project documents such as project plans, monitoring documents, annual reports and partner reports were only used to verify findings when the information obtained from the participants was disperse. The assessment team did not use these documents prior to going in to the communities, in order to ensure that they were open towards the participants' testimonies and observations. Primarily, these documents were used to confirm information such as e.g. the starting year of the learning circles, the form of the sustainability fund, or the conducted action points.

C.4 The Assessment Team

C.4.1 The Team Members

The assessment team was made up of one person from each of the three involved partners and three persons from FRC. The assessment team consisted of a total of six people, namely Vandi K. Steven of CARD, Mustafa Kailie of HELP-SL, Lahai Lusenie of ISLAG, Abdul Kabba of FRC, Melwin Kowa of FRC, Outi Perähuhta of FRC, and driver Abdul Jombla. When the assessment team visited the communities, the team included one person from a partner organisation which had operated in that community, two people from FRC and a driver, making a total of four people. Partner organisations and FRC management in Sierra Leone provided concrete support for the assessment exercise, and an assistant was provided for the typing up of notes during the two days. Many of the assessment team members had been previously involved in the project implementation phase, so were relatively familiar with the communities and had previous experience of the REFLECT method.



The assessment team members.

C.4.2 Advantages and Disadvantages

Advantages of the familiarity between the assessment team and communities

- The team members' familiarity with the project itself, the assessment methods used, and the communities made the assessment process efficient.
- The team members had the contact information of the facilitators allowing the assessment process to flow smoothly.
- The team members were accepted in to the communities which made meeting arrangements easier to organise at short notice.
- The team members knew the roads to the communities and spoke the same language, again making the assessment process much more efficient and easier to conduct.

Disadvantages of the familiarity between assessment team and communities

- Familiarity may have led to some bias in the results.
- There was also a significant gender bias in the assessment team as all of the Sierra Leonean team members were men. This was due to the fact that 'Mende,' which was

the spoken language in all of the communities, was not spoken by the present female team member. Thus, the language barrier meant that the one to one success story interviews for women were conducted by men which may have caused some bias in the results. Nevertheless, women were actively included in the assessment process. It was decided that 50% of participants giving statements in the “crossing the river” tool were women, and the results were collected through these open statements. Since the success stories are additional materials not included in the assessment results, the assessment team’s gender imbalance did not seem to cause excessive bias in the results themselves.

Section D: Assessment Methodology and Tools

D.1 Methodology

D.1.1 Timeline

- In September 2016, all previous partners from the period of 2009-2011 were invited via email to participate in the assessment process. There were three partners that were interested in being involved, namely CARD, HELP-SL and ISLAG.
- Planning and preparation was done as a collaborative effort over a month and a half. This was achieved mainly through emails and good cooperation.
- The field work itself was conducted in November 2016 in Sierra Leone.
- Writing up of the necessary reports was done in December 2016 and finalised in April 2017.

D.1.2 The Field Work

The total duration of the field work was 2 weeks which included, 2 days for planning and preparation, 6 days in the field (2 days per involved partner) and 3 days for the analysis, reporting and sharing of findings. The details can be found in the **Annex 1**.

D.1.3 Preparation Days

The first preparation day was used for practical planning such as the selection of the communities and revisiting the purpose, method and content of the assessment. An introduction to the tools was also completed. Heads of the partners HELP-SL and CARD/PAMOJA, were also present and actively contributed during these preparation days.

The second preparation day consisted of a pilot visit. Due to its short distance from the chosen community, HELP-SL was selected as the partner responsible for conducting the pilot study. In the pilot community, the tools and reporting formats which had been created were tested, and the nature and type of responses were observed and recorded by the team. Following the completion of the pilot, the exercises tested and the learning points observed were discussed with the entire assessment team. The reporting formats were then modified in response to these discussions.

D.1.4 Community Visits

A total of 13 communities were visited; 12 communities during the 6 days of field work (2 per day), and 1 pilot community. The time of each visit was limited to around 3 hours per community due to the harvesting period having already started. Whenever possible, community meetings were held in Court Barry (a communal, roofed open space where community meetings and markets often take place) and if this space was not available, these meetings were held in the veranda of an available house. The floor was used as a blackboard, and chalk was given to participants to allow them to draw.

The meeting in the first community started between 7.00am- 9.30 am, depending upon the distance of the community and how long it took for the assessment team to reach it. The meeting in the second community was conducted around mid-day. After the meetings and the return commute, the assessment team compiled their notes. There were two over-night

stays in the communities which were a great distance away to allow the assessment team to start the meetings early in the morning.

D.1.5 Community Meetings Process

Expectations from the participants about the future support of FRC and its partner organisations was clarified by the assessment team in the introduction part of each meeting. This was done in order to avoid any expectations on part of the participants, as FRC would not be continuing the support for literacy programme in the area. In addition, the participants did not receive any prompts about the adult literacy program, its topics, content or any other issue related to the project. Instead, tools were directly used after the assessment team had introduced themselves and explained the purpose of their visit.

All of the sessions were largely participatory and were merely facilitated and recorded by the assessment team. The REFLECT method tools were identified as being useful in being able to highlight and draw out issues or comments which people held in their mind. When participants openly shared their comments and opinions, these were recorded by the assessment team as they were heard.



Attendees at Ngiebu community meeting.

The chosen tools made the facilitated sessions and questions easy for the participants to understand, and also encouraged open and active discussions between the participants. The tools also kept the discussions at a 'simplified' level where complex project terminology would not have to be used. This allowed participants from different educational backgrounds the opportunity to participate. However, in some cases clarification questions were completed in order to ensure the assessment questions would be answered effectively.

The facilitation of the meetings was mainly done by FRC Sierra Leonean staff, as they had the longest experience in using the chosen tools, and were most familiar with these types of meetings. The representatives from the partner organisations were responsible for writing up notes. The entire assessment team was actively involved in the exercises asking further questions, interviewing, responding to the questions, and providing clarifications when needed. Even the driver was willing to take pictures during the exercises.

At the end of the meetings, the assessment team acknowledged their ownership of the learning groups, as they have continued them despite the absence of FRC and its partners. It was also advised to take care of their facilitator – contribute in kind or cash.

D.1.6 Considerations of Community Meetings

As there had been a 5-year gap since the last involvement of FRC and its partners, the responses reflected the present situation and not as such to the project activities themselves. Hence, communities did not mention some of the activities, especially action points, which

had occurred. Reasons for why these activities and action points were not mentioned, could have been because the participants themselves have become more used to the present situation, so the origin action point motivated changes (such as construction of new roads or mosques) are no longer actively remembered.

In addition, the meetings themselves were kept to quite a tight schedule and there was limited time for participants to remember actions or incidents which had previously taken place and reflect upon them. Thus, the meetings focused on acknowledging the present situation in which the participants were living in.

As the meetings were conducted during the harvest time, it made the participants restless to go in to the fields if the meetings were not kept active or interesting. Despite this, the attendance of participants was high and this attendance remained high until the end of the meetings, which lasted around 2-3 hours. According to the assessment team, this was a remarkable achievement. Nevertheless, some community members, including learners, had already begun their harvesting in the fields before the meetings started and were therefore unable to join.

D.2 Tools

D.2.1 Selection of Tools

The tools used within this assessment were selected according to being participant focused and being efficient in answering the assessment questions. Three tools were primarily used in order to collect the data; *'Crossing the River,' 'The Most Significant Change'* and *'The Big Fish and Crocodile.'* All three tools were used in each community meeting in a pre-determined order.

The assessment team argued that pre-formulated questions might have limited the types of responses which were expressed, or may have directed the nature of participant responses. The chosen tools were considered to be more efficient in exposing the opinions and thoughts of the participants.

The tools *'Crossing the River'* and *'The Most Significant Change'* were selected to respond to the assessment questions:

1. Have we made any difference and what can we learn from this?
2. What the adult literacy program has possibly brought to the lives of the adults, what has changed?

The tool *'The Big Fish and Crocodile'* was selected to answer the questions:

3. What has been accomplished?
4. How has this been achieved?
5. What were the successes and hindrances?

The tools used were selected from the REFLECT Evaluation Framework, "Counting the Seeds for Change." Tools were proposed and accepted by the assessment team before being tested in the pilot community. The tools were familiar to the FRC staff, and were also previously used in the 2012 REFLECT evaluation.

D.2.2 Crossing the River Tool

This tool was used to find out the “before and after” situation in the communities. It was also used to identify the possible changes which had occurred based on the participants learnt literacy skills.

A river with a bridge was drawn on the ground with one bank representing the situation before the learning program, and the other bank representing the situation after. Participants were asked to identify the changes which had taken place in their own lives, or the lives of their families and wider communities, as a result of the REFLECT circle. Participants were asked to draw on the diagram one at a time and to share their experiences with the rest of the group. Other participants were encouraged to actively listen. Within all the communities, at least 20 participants wanted to actively share their experiences and stories during this exercise. However, due to it being the harvesting season (and participants’ eagerness to go work in the fields) the time of the exercise had to be limited. As the following exercises also needed to be completed before participants became restless, only 6 stories/experiences were asked for in each community.



Crossing the River tool being facilitated at Dodo community.

D.2.3 The Most Significant Change Tool

Participants were asked to describe the types of changes which they had experienced and define which change was most significant for them. After hearing the different opinions from the participants, they were asked to bring a symbol for each change that they had defined. A large variety of different symbols were provided by the participants, from a doll to a goat, or

even condoms. These symbols were then all clarified and their meaning agreed upon by all of the participants.

After this initial exercise, all participants were asked to vote for the 'most significant change' using small stones as vote casts. Each person was given one small stone to represent one full vote. Participants were asked to place their stone next to the symbol which they felt was the most significant change. In most cases, the votes were separated so that women and men placed their votes on different sides of the symbol. This allowed the assessment team to monitor the gender differences between men and women. It also allowed them to recognise how the literacy skills had been utilised by men and women.

This procedure was then followed by a session of questions which aimed to identify the reasons behind each participant's vote. This exercise provided more in-depth information about the importance of the changes the participants had experienced and how these changes had impacted their lives.

D.2.4 The Big Fish and Crocodile Tool

The 'Big Fish' aspect of this tool was used to identify the successes of the project, what has been accomplished and how this had been achieved. In comparison, the Crocodile was used to recognise the hindrances.

To complete the exercise, the participants were asked to draw a big fish in the ground which symbolised the most frequently voted for 'most significant change' (from the previous exercise). Small fish were also drawn in order to represent the contributing factors that made the big fish grow (these represented how the most significant change in question had been achieved).

In a similar manner, the participants were asked to draw a crocodile in the ground and discuss the hindrances and challenges. This discussion aimed to expose the hindrances involved in both the learning itself, and in the most significant change under question.

In most cases, these significant changes included adult literacy. In a few cases where the big fish did not represent adult literacy, (e.g. agriculture) a discussion was guided by the assessment team in order to identify how the most significant change (e.g. agriculture) was related to the newly acquired literacy skills.



The Big Fish and the Crocodile tool in use.

D.3 Assessment Process

D.3.1 Analysing and Sharing

After the field work was completed, the assessment team spent two days together discussing and sharing their findings and experiences as team assembly had differed almost every field visit day. The data for each community was collected from the reporting forms and notebooks written by the assessment team. The group discussions of the results, reflections on the tools and assessment questions, and observations have been compiled together in this current assessment report.

D.2.2 Advocacy Meeting

The REFLECT Adult Literacy Advocacy meeting was organised by FRC and PAMOJA in Bo-town right after the analysis of the results had been completed. The purpose of the meeting was to present the assessment results and provide an introduction into the REFLECT approach, as well as to serve as a platform to share and gather responses and feedback on REFLECT. The meeting was attended by previous partners, other REFLECT practitioners, vocational institutes, INGOs and other stakeholders.

D.2.3 Determining Reliability

In total, there were 403 votes cast within the meetings which reflects the total number of participants that attended the assessment meetings. Thus, this assessment report has been based on feedback from a large number of active participants. In addition, 58 personal “before and after” stories were recorded during the ‘Crossing the River’ exercise. Whilst the number of people who told their ‘stories’ had to be limited due to the time constraints, this reflects the willingness and eagerness of participants in wanting to share their experiences of the adult literacy programme.

After each meeting, 2-3 people were invited for a further interview, namely a facilitator, an individual who held a leadership position, and/or an individual who had expressed meaningful change in his/her life due to the adult learning program. Within each community, it was ensured that at least one woman would be selected for the interview exercise.



Assessment team members in the evening going through their notes from the focus group discussions in the community

Section E: Assessment Findings

E.1 What Was Left of the Learning Program?

E.1.1 The Status of Learning

11 out of the 12 communities monitored, had continued the learning program until the outbreak of Ebola. 5 of those communities were continuing the learning program when this assessment took place. The remaining 6 groups, which had not continued the learning program after the Ebola outbreak, had either made the appropriate preparations to start the learning program again, or conducted these preparations during this assessment visit. One of the communities reportedly stopped the learning program in 2011 once the support had finished. This community continues to not have any plans to restart the learning program in the future.

It was initially intended that all of the communities monitored within this assessment, should have had the project implemented from 2009-2011 however, it became apparent that half of the communities were supported from 2009-11, some from 2010- 2011, and others from 2007 or 2008. Although the duration of the project implementation differs between the communities, this is not seen as a limitation of the assessment. Including a range of these communities allows for an insight in to the overall impact of the project.

E.1.2 Learners and Learning Levels

All communities included learners from level I and level II, with some of the communities also having reached level III. Although most of the communities were questioned on the total number of learners, but in some cases, the total number of learners was not known. More information in **table 1**.

Records of new learners, who had joined the learning program after the project implementation phase had ended, were kept by the communities. Many of the new learners were also present and actively participated in the assessment meetings held. It seemed that the new learners' enrolment was not restricted in any of the learning circles. In some communities, new participants did not want to pay for their own learning materials so instead, they organised groups which would work in order to collectively earn money.

E.1.3 Support for the Facilitators

Originally, during the project implementation, the learners were responsible for compensating the work of the facilitators from the sustainability fund, or in cash or in kind. During the assessment half of the communities provided their facilitators with some form of support or compensation for their work. However, this was not always in the form of money. In comparison, the other half of the communities had not been compensating the facilitators for their work. Those communities which had not supported their facilitators explained that the facilitator is "born and fed" in the community so there is no need for compensation. This remark refers to the understanding that since the community members view the facilitators as 'their relatives' the facilitators have an obligation to assist their fellow community members without expectation of compensation.

E.1.4 The Sustainability Fund

During the assessment, some circles continued to have the sustainability fund (e.g. as seed rice), but in many cases, the requested and provided goats had died or income had been depleted during the Ebola outbreak.

Whilst the sustainability fund was introduced in order to secure the continuation of the literacy program, in some cases it had acted as a hindrance. The sustainability fund had acted as a divider of the group in cases where the fund was misused, or if some individuals tried to cheat others out of their share.

E.1.5 Learning Materials

Many of the assessed communities still had LGM's and SLADEA's, with many participants having been very eager to show these materials to the assessment team. The usefulness of these materials was expressed in the participants' responses, and many of the topics which the participants mentioned as a 'learnt skill,' were presently in use and taken directly from the LGM's. Facilitators were also observed carrying the curriculum and the other materials which had been provided for them. Some facilitators, who were also primary school teachers, commented that they had also been able to use the adult literacy curriculum ideas and the learnt facilitation methods in primary schools



The original learning materials retained by Kigbai community member and facilitator.

While visiting the communities, the facilitators were given a REFLECT facilitator's manual which was produced in 2016.

Table 1. *The status of the learning program, facilitator support and sustainability fund for each of the observed communities:*

Community Information	Konia	Yawaju	Kambawama	Yengema	Tikonko	Dodo	Kigbai	Kpetema	Ngiebu	Bungeya	Senehun	Kenema
Partner	ISLAG	ISLAG	ISLAG	ISLAG	HELP-SL	HELP-SL	HELP-SL	HELP-SL	CARD	CARD	CARD	CARD
Project Implementation	2008-2011	2010-2011	2008-2011	2008-2011	2009-2011	2009-2011	2010-2011	2009-2011	2007-2011	2009-2011	2010-2011	2009-2011
Learning status												
Learning Continues Now		x		x		x			x	x		
Learning Continued until Ebola	x	x	x	x	x	x		x	x	x	x	x
Learning Restarting	x		x		x			x			x	x
New Learners, #	x		x					x	x, 10 in 2016	x 8 in 2016		x
Number of Learners	III level, will enroll new ones	25 learners in II, 20 learners in I level	3 levels new learners enrolling	3 circles, 3 levels	38 learners in I+II levels	25 learners in I+II levels		13 learners in I+II levels, new learners enrolling	48 learners	13 learners	I+II levels	I+II levels
Facilitator Support												
None		x			x		x	x				x
In Kind from Learners			x			x			x	x	x	

<i>(assistance in farming)</i>											
From Sustainability Fund	joint group work		joint group work	sustainability farm							
Sustainability Fund											
Something Left <i>(What if Left)</i>	seed rice + goats still. cassava machine grater for CBO need maintenance	seed rice + goats still	seed rice + goats still, using income for learning material	cassava garden, using income for community school		-dead of goats	-dead of goats	-dead of goats	5 million revolving, using for teaching materials, learning material bought	2 million revolving, 3 goats, using for teaching materials	-dead of animals 3 goats left
Mismanaged	community took over facilitators CBO machine				Facilitator has run away						
Not Received							x not all				
Finished <i>(e.g. during Ebola)</i>	cash fund consumed	cash fund consumed	cash fund consumed	cash fund consumed		cash fund consumed					cash fund consumed
Business Fund			opened bank account, forgotten to ask status now						10+12 million Leones revolving	1 million Leones revolving, new learners included in it	

E.2 The Meaningful Changes in the Lives of the Participants

E.2.1 Most Commonly Identified Changes

Substantial similarities were observed in the main findings among the visited communities, regardless of the level of familiarity of the community to the assessment team, the duration of the project, given support or other factors. Whilst there was saturation within the responses, some common responses were recorded. These common responses were not only identified between the 13 communities (12 monitored + 1 pilot), but also each participant within these communities. Listed below are the most common responses made by practically all participants within each community. These are considered the most common changes which have occurred in the lives of the participants.

- Literacy: In allowing an individual to know how to read, write and sign their own name. Allowing parents to understand and monitor the school books of their children.
- Numbers: In allowing individuals to recognise and count money. Preventing one from being cheated during transactions and allowing one to make small business decisions/transactions.

E.2.2. Most Common Changes Identified in 'Crossing the River'

During the 'Crossing the River' exercise, 9 categories were most commonly mentioned as having the most significant impact in the participants lives. Below, the 9 categories are listed in descending order of most mentioned. Descriptions of the 9 categories can be found in the following section (**Section F**).

- Literacy was mentioned in all 12 communities.
- Business skills were mentioned in in all 12 communities.
- Agriculture was mentioned in 8 of the 12 communities.
- Health and Sanitation were mentioned in 8 of the 12 communities.
- Self-esteem was mentioned in 7 of the 12 communities.
- Unity was mentioned in 5 of the 12 communities.
- Conflict resolution was mentioned in 4 of the 12 communities.
- Family planning was mentioned in 3 of the 12 communities.
- Women rights were mentioned in 2 of the 12 communities.

E.2.3 Most Common Changes in 'Most Significant Change' and 'Voting' Exercise

The voting exercise for the most significant change showed a ranking on the importance of each presented category. The rankings can be seen in the table below. If votes were equal, both results are listed. The voting results of the pilot community are included. The details can be found in **Annex 2**.

Area of change	Most significant change	2 nd most significant change	3 rd most significant change	Total
Literacy	7	4		11
Agriculture	4	2	2	8
Business	1	7		8
Self-Esteem		1	3	4
Health	1	1	1	3
Unity			3	3
Conflict resolving			3	3
Family planning			1	1



Objects symbolising the most significant changes, and voting under way.



Other objects symbolising the most significant changes, and voting under way

The three most significant changes were voted for as follows:

- 54 % voted for Literacy as the most significant change.
- 31 % voted Agriculture as the most significant change.
- 7,7 % voted for Business and Health as the most significant change.

When the total voting results of the 13 communities is compared, the summary is as follows (these results are based upon the table shown above):

- 11 (85%) communities voted for literacy among in the top three.
- 8 (62%) communities voted agriculture among in the top three.
- 8 (62%) communities voted business among in the top three.
- 4 (31%) communities selected self-esteem among in the top three.
- 3 (23%) communities selected health among in the top three.
- 3 (23%) communities ranked unity as being among in the top three.
- 3 (23%) communities ranked conflict resolution in the top three.
- 1 (8%) community included family planning in the top three.

Within a majority of the communities voting behaviour was differentiated by gender. The primary difference was that women were casting more votes for business skills, whilst men voted more for agriculture. The participants explained these differences in voting were due to the fact that women are more involved with petty trading whilst men were more involved within farming. As a result, both men and women voted for their own daily working area as being the most important, as this is where they have been able to put their literacy skills in to practice.

Section F: Understanding and Analysing the Numbers

F.1 Exploring the Results from the 'Crossing the River' Exercise

When examples were given, participants were in charge of deciding what this 'change' was connected to, i.e. to literacy skills, business skills, unity etc. However, although in some cases we felt that some of the described changes would be better connected to alternative categories, we have listed the responses below in accordance to what the participants told us.

It was particularly recognised that 'literacy' was associated with a very wide range of changes and included examples from all of the other categories. For example, in many cases participants wanted to categorise agricultural changes under literacy, because they believed that these changes had originated from the learning circles and their literacy skills. This indicates that literacy skills have had an extremely important impact upon the lives of the participants, and have affected diverse changes in the communities. Details from responses can be found in the **Annex 3**.

Below, each category has been thoroughly described and the changes associated with the category has been listed. The number written after each change indicates how many communities mentioned it. These changes have also been commonly mentioned within these communities so a high number of individuals identified these changes and their connection to the categories. Results from the pilot community are also included so a total of 13 communities have been used.



A learner from Dodo community partaking in the Crossing the River exercise.

F.1.1 Literacy

Participants mentioned a variety of different changes as a result of the literacy/numeracy skills they had obtained. These changes range from individuals being able to write/read letters, being confident enough to supervise their children's education or being able to effectively calculate profit within their business.

The main benefits are a result of the participants knowing letters and numbers. Such skills seem to bring a variety of advantages, such as not being financially cheated, basic use of their mobile phone, ability to sign using their own name instead of their thumb print, and being able to tell the time. Self-esteem and confidence have been mentioned as implications of these new skill sets. Many also reported benefits related to their children's schooling. Understanding the teacher's marks and comments in children's school books was particularly highly valued. In seven communities, girls' education was emphasised by their mothers, as opposed to sending the girls to farm work or arranging early marriage. In two communities, children's education was valued for future benefit.

The list below details the self-reported benefits sorted by prevalence, and relates to both what one is able to do with the newly acquired skills as well as what other benefits literacy has brought.

The newly attained literacy skills:

- Allow one to check children's notebooks & support in home work without asking another person to do so. (13)
- Allow one to use mobile phone without assistance from anyone else. (13)
- Allow one to avoid being cheated easily (mothers by their children, women by their men). (13)
- Are useful in farming and business. (13)
- Allow one to calculate business profit & loss. (13)
- Promote self-esteem. (13)
- Improve confidence to speak in public. (13)
- Give change and expose someone to the wider world. (13)
- Bring confidence to participate and know one's rights stated by women "We were left behind the doors" (13)
- Give knowledge of the farming calendar. (13)
- Give knowledge currencies, denomination of the money. (12)
- With literacy, boldness is beneficial. (11)
- Can lead to success and boldness (especially women were mentioning that). (10)
- Promote business and self-esteem. (10)
- Give the ability to sign name (this was mentioned especially by chiefs). (10)
- Allow one to identify their children's clinic cards. (7)
- Give knowledge to divide harvest in to three (seedbank, consumption, selling – no more only for consumption). (6)
- Literacy is good for external visitors; they can speak in English. (4)
- Allow one to know correct measurements when doing business (e.g. soap-making). (3)
- Allow one to advise a girl child on teenage pregnancy. (2)
- Allow one to recognise the street numbers and signposts. (2)
- Help to find employment (from a person presently sitting in native court). (1)
- Help to work in teams also outside the learning circle (1)

F.1.2 Business Skills: "Now I Can Count and No-One Can Cheat Me Anymore"

Business was mentioned as the second most important change (equally with agriculture), within the collected statements. It was mentioned that the knowledge of numbers and basic numeracy combined with literacy, have been crucial to their business skills.

As a major part of exchange of goods is based on petty trading in communities, correct transactions are important both when buying and selling items. Mainly women are involved in this form of business and women were primarily mentioning petty trading. Some women who were already involved in petty trading before the learning program, said that they used to generate business but they were not making much profit. However, after learning numbers and basic business skills, they are now able to generate income such ventures. Nevertheless,

the majority of participants mentioned that only after learning numeracy skills, were they encouraged to get involved in petty trading.

It is important to recognise that the common business model in the communities are based on a one-week loan payment system, wherein customers buy the items they need during the week and the debt is paid off by the customer at end of the week. In this type of payment system, literacy and numeracy skills are more crucial than in normal, instant payment systems. A seller benefits from being able to record the debtors' names, bought items and sums, in order to avoid a loss or major disagreements. Fear of being cheated and losing money due to non-existing numeracy and literacy skills, has often been mentioned as a hindrance for starting a petty trading business. In addition, the participants had also learnt how to run a profitable business. In consideration to this change, the ability to count profit and loss, ability to multiply money through saving, and the ability to use money more 'wisely' were mentioned as the most important contributors. Within the LGM's there were several topics and exercises of these.

Presently, a considerable number of the participant's households were involved in petty trading. This is connected with agriculture as backyard gardening was introduced as part of the learning circles and agricultural produce could be confidently sold and carried to the market. Several women commented that before the learning program they just stayed at home, but now they are able to be involved in small businesses. This change has made them feel proud for generating income for their daily expenses and being able to contribute towards family costs.

Knowledge of currency and the ability to distinguish between different money notes was also mentioned often as an important benefit. Some of the money notes used within Sierra Leone are a similar colour and are only distinguishable by the value which is printed on them. For those who are unable to read numbers or recognise the different value given to numbers, choosing the correct notes to use and not being cheated was challenging. In-addition, especially elderly people in communities have continued to count costs in pounds which double the value in comparison to the Sierra Leonean currency. This was an issue which many traders were aware of and often took advantage of.

- It was mentioned in all communities that before the literacy program started, majority of participants were not involved in any petty trade. Those who were, did not have knowledge of business skills to obtain profit (e.g. to calculate expenses). (13)

The list below details the self-reported benefits sorted by prevalence, and relates to what one is able to do with the newly acquired business skills.

One is able to:

- Have money to educate the school children. (12) primary use of fund
- Can do business - generate money for daily living, (12)
- To count money, keep record (of client and items they owe), know currency and give change (confident to give change without assistance from others). (12)
- Calculate profit and loss 'I now know how to multiply money and do business' (6)

- Support family ‘With the profit, I get from my business, I do not only rely on my husband but I also contribute to the welfare of the house.’ (4)
- Open bank account
- Interact with other community members (client care). (1)



A learner from Tikonko community partaking in the Crossing the River exercise.

F.1.3 Agriculture: ‘An Empty Bag Does Not Stand’

Agriculture was equally voted as the second most significant change by the communities, with one particular expression “an empty bag does not stand” heard in several communities. This is a common saying within Sierra Leone, which refers to the fact that if an individual is hungry or has not eaten properly, all other tasks are difficult to perform well, if at all. Thus, having improved agricultural skills and knowledge, has significantly impacted upon their food security which has in turn allowed them to perform other duties more effectively.

As many communities were largely rural the newly learnt skills and knowledge have often been tested on agricultural activities. The participants mentioned that the literacy and numeracy skills were used to count the number of animals, harvested sacks, and the amount of seeds. In addition, the skills prevented them from being cheated when they went to sell their harvest.

The knowledge on how to divide harvests in to three separate uses; consumption, selling and seed rice was mentioned time after time. This knowledge was directly associated with the participants food security. Participants used to have a wasteful consumption of rice during harvest time, and also used to get regularly cheated during the selling of their crops. They claimed that such issues caused them food shortage with a hunger peak before the next year’s harvest was available. This information was confirmed by the assessment team.

Participants also explained that an important change was recognising agricultural activities as a business. After learning the new agricultural practices and obtaining numeracy skills, many said that they have managed to turn subsistence farming in to an agricultural business. Some

participants explained that they had turned away from mining to farming as they found out that it generated a better source of income.

Better knowledge of the farming calendar allowed participants to cultivate each crop at the correct time and properly plant new improved seed varieties. Previously, individuals had access to different seed varieties (some which had a much shorter cultivation period), but many were not aware of how these seeds had to be planted. Therefore, these improved seed varieties often yielded disappointing results.

New information and improved skills in animal rearing, was also mentioned as an important factor by almost all of the communities. Construction of goat pens, use of manure, and skills to keep poultry were found important. Although the agricultural trainings themselves were relatively short, the comments made by the participants indicate that the skills learnt about animal rearing and backyard gardening have been particularly beneficial. Another source of new knowledge has been the LGM's, as some of the new skills have been directly obtained from these.

Whilst farming provides the primary income for many participants, backyard gardening has also been welcomed as it enables participants to generate income throughout the year. This is a significant improvement as the harvesting period only occurs once a year and the yield is not always predictable. This has been especially important for women, who mentioned that the backyard gardening skills have allowed them to gain their own source of income and respond to their daily needs. It was also mentioned that such income has been used to cover costs for children's school fees and food items. Women also mentioned that new skills in numeracy and petty trading have allowed them to sell their harvest properly.

The list below details the self-reported benefits sorted by prevalence, and relates to how one has benefited from the newly acquired agricultural skills:

- Knowledge of backyard gardening (lettuce, cabbage, okra, pepper, maize) and recognize it as a source of fast income, added to their field farming. (10)
- Knowledge of animal rearing (goat pens, take care of the sheep, poultry). (10)
- Recognize and have knowledge in agriculture as a business. (9)
- Know how to divide harvest for three, selling, consumption and seed. (9)
- Knowledge of improved farming technics like use of organic fertilizers (animal manure etc.) and post-harvest technics (storage, drying okra), knowledge of the farming calendar for different crops. (9)

F.1.4 Self-Esteem: "I Was Too Shy, I Was Just a Housewife"

Changes in self-esteem were mentioned by all the communities and in almost all "Crossing the River" responses. Participants mentioned direct links with learning literacy and numeracy skills with their level of confidence. Illiteracy had previously made them shy away. It was mentioned that boldness came from as little as being able to sign their own name at meeting, instead of using their thumbprint. Turning from an illiterate individual to a literate individual in the communities, was seen in itself a major accomplishment and an important factor for self-esteem ("now I'm someone").

Another factor which contributed towards improved self-esteem was the confidence they had gained in speaking in public. Many participants claimed that before the learning circles, they had been too shy to comment or participate in community meetings. However, once they had learnt to discuss issues together with their study circles, learnt how to give their opinions, and gone up to the blackboard as volunteers, their shyness had passed and they felt much more confident to speak in public.

Confidence to speak in public was mentioned as a remarkable issue amongst women. It was mentioned as an important aspect between spouses when making decisions about family issues. As about half of the learners were men, during the learning circles women got used to speaking out amongst male non-family members. There were also several success stories where, after participating in the learning circles for some years, a shy woman had turned in to a woman holding a leadership position or another key role in the community (communities Konia, Tikonko and Bongeya).

Confidence was also identified as being a crucial component for individuals when starting their own small-scale businesses. Confidence, together with the learnt literacy and numeracy skills, encouraged individuals to start businesses or to travel to the closest towns or markets for wholesale. Participants placed many of the self-esteem related responses such as “improves confidence to speak in public” under literacy. Thus, this represents the connection that the learners associate between literacy and self-esteem.



Learners at Yengema community speaking of their experiences.



The list below details the self-reported benefits sorted by prevalence, and relates to what benefits the learning circle has introduced to the learners' lives:

- Confidence without hesitation to participate in the assessment exercise and community meetings, speak in public. (13)
- Confidence, able to travel to bigger towns e.g. to transact their business. (12)
- Confidence among women to assert and defend their rights e.g. property rights. (7)
- I am representing others and our community in the meetings (facilitator let us practice representation)

F.1.5 Health and Sanitation: 'One Cannot Do Farming When Sick. Health is Everything'

Health issues came up in almost all the communities. The participants mentioned that they had learnt how to treat different illnesses (e.g. Malaria) and about the importance of washing hands. However, there were differences between the communities in what kind of examples they mentioned.

The understanding and definition of sanitation varied from washing hands and pit latrines, to brushing the grass and keeping the community clean. The importance of keeping both the community and individual households clean was emphasised by several participants. Reasons for keeping the community clean ranged from there being less malaria when the community was clean and the grass cut, to individuals also being able to spot snakes from afar if the grass was kept neat. Fear towards health post workers had also diminished and many claimed that they now went more often to clinics rather than to herbalists.

Three communities (Kambawama, Bongeya, Senahun) had also built their own pit latrines using local materials as they had learnt how contaminating it was to defecate in the bush. In addition, in some communities it was stated that cases of cholera had disappeared after learning about health and sanitation. For example, the chiefs in Yawaju and Yengema claimed that there were no more cases of cholera in their communities after the learning circles had started, and the new health and sanitation habits had spread throughout the community.

In addition, several communities also mentioned that they had previously taken their drinking water from the river, but as they learnt that it was not safe they had begun to use the water



Members of Kenema Gbandowa community now dry their clothes on cloth lines.



The pit latrine constructed by Senahun community members.

pump. The participants had either started to use the water pumps which had already been provided for them or had requested water pumps from different duty bearers (in communities Yawaju, Ngiebu, Bongeya).

The list below details the self-reported benefits sorted by prevalence, and relates to what benefits learning about health and sanitation has introduced to the learners' lives:

- Community and compound is now kept clean. (11)
- Going now for clinic and no more for traditional doctor or use of herbs. (11)
- Knowledge how to prevent and treat disease. Children are no anymore sick with malaria, worms and skin rash. (7)
- Knowledge of putting up sanitation structures such as plate racks, cloth lines, garbage fence, latrines etc. (7)
- Use toilet and wash hands, take care of drinking water (5)

F.1.6 Conflict Resolution

Changes in conflict resolution were exposed during the 'Crossing the River' exercise, and also during discussions with the chiefs and facilitators. Conflict resolution, by actively listening to all involved parties before coming to a decision, was repeatedly mentioned as a skill which had been learnt in the learning circles. This was especially mentioned by men, who had found this skill to be very useful in their families. Conflict resolution with examples was part of the LGM's. Listening to other opinions, and having the knowledge that others are listening to their opinion, was practiced in the study circle. This was explained as being a contributing factor for this change. In various cases, facilitators and some learners had become voluntary mediators in the community.

In addition, it was stated that previously it was normal to ask the chief to solve a dispute between different community members. However, as the chief needed to be given money in order to do this, those who could not afford it often failed to have their disputes resolved which would only exacerbate the problem. Currently, individuals are more often able to independently solve their disputes amicably without needing to involve their chief.

The list below details the self-reported benefits sorted by prevalence, and relates to what benefits learning about conflict resolution has introduced to the learners' lives:

- Learnt to listen both parties and not be one-sided before decision making. (13)
- Respect each other's views e.g. in the community meetings. (13)
- Able to give constructive arguments. (13)
- Chief has less burden in conflict resolving among community members (mentioned both by chiefs and participants) (6)
- Conflict resolving has promoted peace and development in community, "no peace no development". (5)
- Conflict lessons in the circle have enlighten me to stop wife beating. (2)

F.1.7 'Unity' (Social Cohesion)

'Unity', i.e. social cohesion, was commonly mentioned or referred to, as an outcome of the learning circles. It was repeatedly mentioned that learning circles had brought the participants together for the first time. For example, group farming was a result of the participants learning together (group farming had not been planned or otherwise supported by the project). In addition, action plans that were made voluntarily during the learning were based on unity. There were several communities that made by-laws about cleaning days or constructed a local feeding road. Presently, whilst the learning has stopped, in many communities the group farming activities have continued.



"No chief wants chaos in his community." -Chief of Konia.

Although unity was not ranked very high in the most significant changes exercise, it was exposed in many of the participants' comments when they described their present situation. However, there were also cases where disunity among the learning group had occurred. Primarily, this division was caused by the misuse of money or the sustainability fund.

The list below details the self-reported benefits sorted by prevalence, and relates to what benefits increased unity has introduced to the learners' lives:

- From learning circle we started group farming (12)
- Unity made initiatives like community cleaning, construction of local bridges, circle centres and court barry possible, and their maintenance visible x 7
- Men and women are collaborating and acting together (5)
- Learning brought unity, unity brought road and that brought us hand pump "This road construction would not happen without unity" (road of 2 miles). (2)
- Supporting construction of each other's houses as a sign of maintained unity. (2)
- Examples given about importance of unity:
 - "If there is unity in a family a problem is dealt in house." (1)
 - "If there is unity between husband and wife the children enjoy and you get support from them." (1)
 - "No unity, no transparency", "when there is unity, everybody comes to the meeting" (town chief, Senehun). (1)
 - "Without unity, the community always moves backward, without unity you cannot do group work"



*The court
barry (with a
sink roof)
and the road
constructed
by Ngiebu
community*

F.1.8 Women's Rights: "Now My Husband Consult Me for Any Decision at Home"

The changes women have experienced because of the learning program has been remarkable. Women's positions, in consideration to how they view themselves and how others view them, have significantly changed. It has been mentioned that women are now confident enough to speak boldly and with conviction. In addition, it has often been stated by women the following "before I was no one, I was just a house wife, only in the kitchen and in the bush (farming) but now I do my business and no one cheat me, I look that my children go to school and I help my husband to bring money for family. I now manage well the resources of the home." Women now feel that they are actively contributing to the income of their households and view themselves as having gained more respect from their husbands.

Increased knowledge on women's rights amongst women themselves was reported in all the communities, especially with regards to property rights. Changes in attitudes and women's

rights was also strongly observed in a few communities where FRC partners had implemented other thematic projects which focused on women's rights. In these communities, women were even more aware of what their property rights were and how or where, they should report violations of these. However, interestingly this aspect of change was also identified as a negative feature in one of the communities by male participants. The male participants claimed that now women openly argue with their husbands and have even gone to the police.

- Women now have knowledge of their rights to their late husband's property. (13)
- Women now have knowledge of their responsibilities e.g. to contribute to the family welfare. (5)
- "Now our husbands no longer kick us like a football, I now know where to report the gender-based violence cases."

F.1.9 Family Planning and Early Marriage: "Before I Only Produce Child"

Changes in the family planning, as a result of the learnt skills and discussed topics, was also mentioned in various communities. Most commonly, it was mentioned that they had gained knowledge on how to limit the number of children they had and how to space births effectively. This in effect avoids putting too much financial strain or stress on the family. It was identified that the discussions held in the learning circles, as well as exposure to topics such as safe motherhood, have achieved these long-term results.

The learning circles included several topics which worked towards abolishing the practice of child marriage. Early marriage was included as a learning topic and our team discovered that if a girl was not educated or married off at an early age, it was expected that the girl may return home with a baby and become an extra burden to the family. Thus, the learning circles taught the beneficiaries that keeping a girl in school was a large advantage to families as educated girls would be able to take care of themselves, even in situations where marriage fails. Additionally, the learning circles taught the beneficiaries aspects such as that the bodies of teenage girls are not biologically ready for pregnancy and that early marriage is also illegal.

Furthermore, women beneficiaries themselves noticed how useful learning was after attending the learning circles. This in turn encouraged them to support their girls continued schooling instead of only encouraging them to focus on housework. These topics came out in various communities but were mostly noticed in the communities where HELP-SL operated, as gender focus was particularly strong in these areas.

- Knowledge of the impacts of giving birth to many children and how to space births efficiently. (6)
- Knowledge on how to sensitise their girl children on the use of appropriate contraceptives to protect them from STD's and early pregnancies. (2)

Section G: Facilitator and Community Level Observations

G.1 Responses from the Facilitators

G.1.1 Status of the Facilitators in Monitored Communities

Continuation of the learning program has been largely dependent upon the presence of the facilitator. In cases, where facilitators may have gotten sick, passed away or moved in to different locations, the learning program has largely stopped operating. In all of the assessed communities, the facilitators were still present. Within 3 of the 12 communities the facilitator was successfully replaced (Tikonko, Konia, Kpetema). In these 3 communities, there had been some fast learners who were selected by the circle and were able to take over the facilitation. Although these learners had not received the facilitators training, they were enthusiastic and willing to continue the learning program regardless. In addition, in two other communities a similar co-facilitator system had been implemented as there were too many learning circles for one facilitator to manage (in communities Yawaju and Yengema).

G.1.2 Changes Experienced by the Facilitators

In 12 of the 13 communities, all facilitators were interviewed as part of this assessment. Questions were similar to the ones presented to the learning participants e.g. their situation before and after they started as REFLECT circle facilitators, and what they have learnt. The summary of the responses centred around the improved status of the community as a whole and on their wider work and study possibilities. Although the changes experienced by facilitators have been different in comparison to those experienced by the learners, they have also been significant.

Some facilitators mentioned that before the learning circles, they had been shy and never thought that they could teach adults. However, after the trainings and gained experience, they are much more confident in their abilities. All of the facilitators mentioned that their social status has also increased in their communities' due to their position. The facilitators trainings have also allowed them to travel to different parts of the country, with most doing so for the first time in their lives.

Several facilitators mentioned that they now enjoy wider working opportunities and have often been asked to teach in community primary schools. This has also been the case for facilitators who have not been teachers before. In several cases, facilitators have started long distance studies for teacher training education in order to be eligible for government teacher payrolls. In many cases, facilitators have also been selected for leader positions in projects which have been later implemented by other actors. In



The literacy circle facilitator of Kenema Gbandowa community.

addition, during the Ebola outbreak, the facilitators were often named as contact tracers by the Ministry of Health.

The REFLECT trainings were seen as being very important in providing these new opportunities as facilitators gained facilitation skills and skills to manage adults. Those already working as primary school teachers mentioned that they started to implement their new skills here also. In many cases, improvements in the facilitators' status were mentioned as an important reward from these new learnt skills.

Many facilitators mentioned that they have been selected in to decision making positions in their communities, one as a chief (in the community Ngiebu) and one as a chiefdom speaker (in the community Konia). One facilitator, has also been appointed as a representative of their community in different tasks, by the paramount chief. In Kambawama, a facilitator was selected to serve as a community health caretaker as well as an assistant teacher in the community school. A facilitator in Bongeya was trained by LOL as a water pump attendant and is now a maintenance manager of the hand pump both inside and outside his community.

Some facilitators also mentioned that they have learnt a lot from the learners. The facilitators mentioned learning practical skills such as making fishing nets, and also learning interpersonal skills from the elderly learners, such as maintaining peace or managing different types of people. Such comments can be credited to the effective selection process of facilitators, which has encouraged mutual trust and respect between the learners and the facilitators.

G.1.3 Facilitators' Impact Upon Their Communities

The facilitators have often been catalysers for community activities as they have often been responsible for mobilising participants. Therefore, their presence in the community has been crucial to the success of the project, not only because of their literacy skills, but also due to their leadership skills.

G.2 Changes Experienced in the Wider Community

Joint activities have already been mentioned in the previous chapters in relation to the changes e.g. cleaning days, toilet constructions. Community level benefits were mentioned in several different contexts by the community chiefs and elders. These changes have been mentioned in the section of unity and conflict-solving, but as a general statement, the chiefs and elders claimed that there are now less conflicts, the communities are easier to manage and community members regularly attend meetings and contribute to common tasks.

G2.2 Changes Experienced by CMC Members

Attending trainings in a different region of the country offered many CMC members their first opportunity to travel beyond their home region. As a result, they gained exposure to new environments, experiences and ideas, which was regarded as a positive development. Trainings providing leadership and group management skills, alongside the CMC-member role, often improved the individual's status in the community, and placed them in a leadership position.

G.2.1 Impact of the Action Points

The assessment team did not directly inquire about action points but these were mentioned by the participants in the meetings. Group activities arose from the action points which learning circles took part in. Whilst action points and group activities were initially part of the REFLECT approach, they later spread throughout the wider community. The CMC structure also eased the establishment of various group activities through their role as links between learning circle and community members, elders and chiefs.

Below are the group activities which were mentioned in the assessment communities. However, it cannot be claimed that these activities have occurred in all of the project communities.

- Group farming was the most commonly mentioned group work activity that had occurred as a result of the literacy circle (as all assessed communities still continued its practice). Some groups (where learning continued to be active) had planned to sell their harvests in order to support the new learners.
- In Tikonko, it was stated that community members had previously not formed any groups amongst themselves, and the literacy circles had allowed them to form a 'group' for the first time. Even during this assessment, the learning circle members were eager to go complete their group work as absentees would have to pay a fine.
- Contributions to community schools have been common activities which have risen from the learning circles. In some places (such as Kambawama) schools have been constructed, whilst in other places, (such as Konia), only part of the construction materials e.g. zinc, have been provided. Or in cases such as in Bongeya, the schools have been advocated and received from other actors.
- Additionally, some communities have decided to construct permanent structures which can facilitate the learning. One community (Kenema-Gbandoma) had already decided to sell one goat (which they had acquired from the sustainability fund) in order to restart the learning and to build a learning centre.
- In two other communities, learners had planned to cooperate to improve their houses by replacing their roofing with iron sheets. Traditionally, the roofs of the houses are made from grass as this allows the houses to remain much cooler. However, the grass puts the houses in great danger of wild fires as the grass can easily catch on fire and rapidly spread throughout the community. Thus, the iron is a much safer product for both the home owners and the community at large. As fires have been common, this advancement has been an important change within the communities as it can save the lives of numerous people and prevent fires from destroying the entire community.
- In Ngiebu, the construction of a 2km long road (which had originated as a learning group initiated activity) continues to be well maintained and cars have continued to use the road for the past 5 years.

- Some communities also already had records for the construction of a *court Barry*¹ (Ngiebu, Bongeya).
- The groups in Konia and Bongeya had constructed mosques. A few groups had also planned to construct football fields.
- It was stated that in two communities, other development actors (NGOs) have seen that community members are united and already working together, and this has encouraged them to carry out projects such as building schools or water pumps in these areas (Ngiebu, Bongeya).



Court barry¹ constructed by the community was used during the assessment session in Bongeya

¹ Court Barry, is a roofed space in the centre of each community. Legal proceedings would not occur within this building but it is the area where community meetings would take place, along with markets and all other significant events.

Section H: Comments and Observations from the Assessment Team

H.1 Observations from the Assessment Team

H.1.1 Most Surprising Changes

After visiting the 12 communities the assessment team were presented with the question “what was a surprising issue for you in the communities?” The assessment team members who had been involved in the project implementation phase since 2007 and who not visited the communities after 2011, were asked to answer this question.

The assessment team members gave the following responses:

- “Before it has been difficult to maintain the development projects actions like cleanness and road maintenance in the communities but now it is part of them.”
- “Before they were in the troughs of each other’s and communities were one men’s business. But now they are united.”
- “Before men said to the wife “you go to the farm when I attend the meeting” and the voices of women was not heard. But now women are outspoken and there is cordial relation between men and women.”
- “Before group work was not there. Women were out, you didn’t see them there with men.”

H.1.2 Sharing Observations

In addition, the assessment team also collected and shared the observations which they had found in each community. The assessment team were asked to discuss amongst each other, the observations which they had found to be important. This session summarised the following:

- The number of learners and community members who participated in the assessment was high, with a total of 403 members attending the assessment meetings.
- Learners and facilitators patiently waited for the assessment team even though it was harvest time. In one community, they lost all working day while waiting for the assessment team to arrive, but still fully participated (the community Yawaju).
- High-level authorities were present in the meetings (chiefs, elders, imams/priest, town speakers).



Members in many communities exhibited great eagerness to actively participate in the assessment meetings.

- The participants respect for each other's views was evident. There was no speaking over each other, and both men and women, young and old, actively participated.
- There was a great eagerness to discuss the adult learning, for participants to give their opinion and to come forward when volunteers were asked for. It was often necessary to limit the number of people who told the assessment team what the learning has changed in their lives in the "Crossing the River" exercise.
- Non-learner community members gave supporting comments about learning and the circles in many places. Many of them were willing to enrol in to the learning circles due to the skills which the learning circle members had been able to demonstrate.
- Commitment towards the learning was confirmed with the learners, including the new members who were presently participating.
- Women sang songs of appreciation in several of the visited communities.



Members of Wayaju community welcoming the assessment team by singing.

H.2 Information on the Non-Monitored Communities

The assessment team members were asked whether they had any information about the present situation in the other communities which were not included in this assessment. The response was that several facilitators had died or were no longer resident in the communities, and therefore the learning circles have not been continued. However, they estimated that the learnt skills have been similarly maintained within about 75 % of the other communities.

Section I: Comparing the Findings to the Previous Assessment

I.1 The 2012 REFLECT Evaluation

It is interesting to compare these results to the REFLECT evaluation which was conducted in March 2012, 3 months after the project implementation phase had come to an end.

The previous assessment was conducted according to a similar process, with the same participatory approach. Tools such as 'Crossing the River', 'Most Significant Change', 'Voting', and 'Big Fish and Crocodile' were used to conduct the assessment. The 4 communities Konia, Yawaju, Dodo and Bongeja, were also used both in the 2012 REFLECT assessment and within this current assessment.

However, the REFLECT assessment in 2012 was slightly more extensive with the assessment team staying one day in each community, and more partners being involved in the assessment process. In addition, around 516 participants were assessed in the 2012 assessment whilst the number was slightly lower, at 403, in the current assessment. Nevertheless, the number of participants within both assessments was considerably large and therefore representative.

I.2 Comparing the Findings

The observed results in 2012 were consistent with the results obtained from this current assessment. The most significant changes observed in 2012 (in order of most frequently mentioned) were; 'Literacy', 'unity, conflict resolution and gender based violence', 'health', 'business training', 'agriculture', 'empowerment'. Other issues mentioned were; income generation and children's education.

The categories used were slightly different in the two assessments. In 2012, 'unity, conflict resolution and gender based violence' were combined in to one category whilst the category 'empowerment' (used in 2012) was now under 'self-esteem' in the current assessment. This can explain the slight differences in the results. Nevertheless, the content and issues observed were similar in both cases with literacy/numeracy being identified as the most significant changes, followed by unity, agriculture, business skills and health. In addition, the responses collected from the 'Most Significant Change' exercise were also very similar, as was the ranking order of the responses.

It has been both surprising and encouraging, to discover that the changes generated by literacy and numeracy skills have continued to play such a significant part in the daily lives of the participants. It is promising to witness that literacy and numeracy skills can have such a profound impact upon the daily lives of learners, along with the ability of participants to benefit from these skills in many contexts. Extensive community ownership, development actions related to learning, and community unity and social cohesion, have all continued to remain in the communities after 5 years of absent support or presence of FRC/partners.

Section J: Issues to Take in to Consideration

J.1 The Role of Other NGOs

In several of the communities, variety of projects have been implemented by other INGOs/NGOs. These projects have often been implemented gradually, and rarely simultaneously with FRC's/partners projects. The role of the other actors has been important to the adult literacy program as they have brought and built resources such as water wells, primary schools and agricultural tools. In turn, several participants emphasised that the literacy circles brought understanding of the issues related to the other development projects. Additionally, literacy circle often catalysed their own development actions in the communities' due to their new knowledge.

J.1.1 The Power of Knowledge

One such case, the community Kambawama was provided a water well. However, the well was rarely used as the community members were not aware of the benefits of using clean water. Instead, the community continued to use the water from the river close by. Once of the learners was made aware of how the river was contaminated from the rain flush, as their bushes were used as toilets. After attaining this knowledge, community members started to actively use the well as a source of water instead of the river. This example emphasises the importance of providing knowledge and education along with the resolution.

J.1.2 Taking Action

Similarly, another case involved the community Ngiebu. The community members were made aware of the dangers and health risks associated with dirty drinking water in their adult literacy lessons. The community members rallied together and requested a local water sector NGO to build a well within their community. The NGO agreed to build the well but was unable to access the community with all of the necessary materials, as there was no road running in to the community. The community members themselves then constructed a road to ensure that the materials could be transported. The well was then successfully built. This road has been maintained and the assessment team were able to access this community by car.

The communities increased accessibility, has also brought other development activities to the community. In community meetings, it was claimed that such development activities stemmed from the literacy circles as this had brought the community members together, allowed them to learn new knowledge and take action.

J.1.3 Benefitting from Other Development Projects

The community meeting in Bongeya mentioned that recently CEDA started to implement a project on saving and loans (VSLA) for Plan International. It was mentioned that now they can benefit from this project and they are also now able to go to the nearby town in order to put saved money in to the bank. This would not have been possible without their newly acquired literacy and numeracy skills.

It was also mentioned in several communities that many actors have been concentrating on child education in their communities (Action Aid, UNICEF, Plan international and Caritas). It was stated that due to the adult learning they have started to value their children's education also. Now they are supporting their children's schooling and participating in the training held

by the school management committees. It was stated that the community members did not previously used to attend these.

Similarly, it was told that LWF (Lutheran World Federation) and CARE International were recently organising 'Farmer Field Schools' in some communities. Community meetings mentioned that it was now easy to join these schools and get additional information on the agricultural trainings conducted by FRC and its partners. The impression was given that participation for the present development activities that e.g. aim to improve their yield was now easier and more effective. Reason was that basic numeracy and literacy skills enables one to adapt instructions and put the new things in practice. Additionally, they have already gained basic knowledge and understanding of the topics.

J.2 Previous Education

It is important to acknowledge the possibility that the reasons for such profound results is due to the fact that the learners had previously attended school. If this was the case, it could be suggested that the beneficiaries were able to make such significant changes quickly due to already having a basic knowledge of numeracy and literacy. However, almost none of the adults in the learning circles had previously attended school. Only two of the targeted communities had primary schools within the area before 1990, when war break out and schools were closed. Within these two communities the literacy level of the adult learners was higher. However, it was also expressed in these communities that early education had not been seen as important. Thus, despite primary schools being present, children (the learners being children at the time) were not commonly sent to school.

In consideration to the majority of the communities, there had not been any primary schools within the area or even within a close distance. Therefore, it should be considered that the learners have never had the opportunity of attending education as children. Due to these reasons, the learning circles only included a few younger adults who had dropped out of school at a young age and had therefore enrolled in order to refresh their learnt skills and continue with their education.

J.3 The Impact of Ebola

The period of the Ebola outbreak was considered to be an extremely difficult time for the communities. As Ebola was widely associated with witchcraft, many did not comply with the preventive measures suggested, and this was one of the greatest challenges in fighting the Ebola outbreak. Nevertheless, in Mano Dasse and Wonde Chiefdoms, no cases had been reported because the preventive measures were properly followed by the community members. It was only in Tikonko, where cases were reported.

A direct link with Ebola prevention and the adult learning was not mentioned by the participants. Nevertheless, it was mentioned that the hygiene practices and information about sickness transmission were learnt from the LGMs. Hand washing was also an important preventive measure for sicknesses such as running stomach or cholera, and these measures had been learnt through the learning circle. It is probable, that for a person who had obtained some basic learning, it would have been easier to capture and understand the regulation and reasoning from the Ebola campaigns, in comparison to those were completely illiterate.

During the Ebola epidemic some learners and facilitators were selected as contact tracers by the community health centres. They received an incentive from the Ministry of Health and other health agencies. Learners were eligible for this responsibility due to their literacy skills. Many of the learners are presently community health workers/promoters. These positions require the participants to sensitise other individuals to health-related issues and inform them about general hygiene practices.

Section K: Understanding the Successes and Hindrances

K.1 Strengths. What Made the Learning ‘Sweet’?

During the ‘Big Fish and the Crocodile’ exercise, the participants were asked to identify ‘Small Fish’, those aspects which allowed for the most significant change to be achieved. These small fish represented the successes of the project. The participants used the small fish to identify the reasons behind the occurred changes and made the learning possible.

The small fish were uncovered in both the assessment meetings and interview discussions. The assessment team members who had been involved in the project for a long time, also confirmed and provided insight in to the aspects which were mentioned. Below, in order of most frequently mentioned, are the strengths and successes which were reported.

- *Commitment to Learn:* The participants claimed that ‘we were committed to learn’ and this played an important role in motivating participants to continue learning and recognising the importance of literacy.
- *Relevant Topics Included in Learning Program:* The learnt skills were considered to be useful by the participants as they were able to use them in their everyday lives (complete transactions, use mobile phones etc). This has been seen as a motivating factor for the participants to continue the learning. One facilitator mentioned that if he had talked about football or Shakespeare, the learners would not have continued to come. However, as the learning topics centred around agriculture the participants were eager to continue.
- *Presence of the Facilitator:* The presence of the facilitator was mentioned as a key factor. Whilst there was one case where the facilitator came from a neighbouring community, all of the other facilitators were chosen from the same community as the learners. It was mentioned that this often meant that facilitators were very willing to ‘help his/her own people.’
- *The Relationship Between Facilitators and Learners:* Mutual respect amongst the learners and facilitators was another key contributor. Facilitators were willing to visit learners in their own homes in order to encourage them or query about their absences. This was crucial as it motivated learners to attend the lessons and work hard for the facilitators.
- *Trained Facilitators:* The REFLECT trainings which the facilitators participated in, emphasised having a respectful attitude towards the learning circle students. They were told to respect the knowledge, experience and know-how of all learners, even



A deaf-mute learner at Kambawama community demonstrating his new writing skills.

though literacy skills were lacking. The participatory methods which were also taught, were important as the facilitators learnt how to apply effective teaching methods as opposed to only exercising authority.

- *Directly Impacted Upon Livelihoods:* The skills in agriculture and business have been an important motivating factor. The participants have been able to put these learnt skills in to practice and have witnessed benefits such as having more income and food. Their new skills have had a direct impact upon their livelihoods and standards of living which allowed the participants to realise the importance of the program.
- *'Unity':* The group work activities and actions points embedded in the learning program have allowed learners to come together and increased their motivation to continue learning.
- *'Community Management Committees':* CMC structures and the trainings of the CMCs in leadership and management skills were also seen as important. There were several comments from the CMC members that the structure and trainings were useful for them. They had obtained leadership skills and now know how to resolve conflicts. They have been committed in resolving conflicts between learners and facilitators. This allowed the learning programs to run smoothly.
- *'Material Support for Learners and Facilitators':* All of the learning and teaching materials (SLADEA-books and LGM's) were mentioned as being important by both learners and facilitators. As there are very few written materials in many communities, simple books are important in order to maintain the learnt skills. In addition, the materials were either developed by learners and facilitators themselves, or by national authors so they were applicable to the context of the Sierra Leonean communities. This is one remarkable reason why the content has been found to be so useful and so often referred to.
- *Sustainability Fund:* Regardless of whether the fund continued to exist or not, the sustainability fund was mentioned several times. It was seen as an important factor at the beginning as it enabled learning circles to supply themselves with necessary learning resources and provided facilitators with a stipend. Although the misuse of the fund was seen as a demotivator, in general it served to keep the learning group together and continue learning.
- *Encouragement of New Learners:* During the implementation phase the number of learners per learning circle was restricted to 25, with one learning circle per community, due to the project budget. New learners were welcomed to join when others advanced to another level. In practice, some communities exhibited a tendency to block or limit new learners' access to the circle and the sustainability fund, and prior

to the assessment there was uncertainty concerning whether new learners had been able to join circles. However, it was observed that in the visited communities all active learning groups had new learners. In some communities, there were restrictions related to new learners' access to the original sustainability fund but, in the majority of cases, there were no such limitations.



Current learners of Wayaju community's literacy group.

- **Radio Programmes:** The radio programme (Calabash and Mata pencil) was widely mentioned, especially by the facilitators. These were adult education related programmes by KISS FM which were funded by FRC. The broadcasts were often panel discussions where authors and specialists discussed various topics related to life skills, society and health. Radio journalists also visited the learning groups to conduct interviews in order to understand the communities' points of view on the covered topics. Programmes were mentioned as an extra source of information about the dealt topics for both facilitators and learners. As the learnt topics were backed up by the radio broadcasts, it gave the topics more credibility and provided the participants with further information.
- **Community Stakeholders:** The learning circles had to be accepted by the community elders and chiefs before ordinary community members would feel comfortable to join. In most of the communities, the elders and chiefs were also circle members as many had previously been illiterate. The acceptance and willingness to participate on behalf of the chiefs and elders was important as it encouraged the involvement of others.
- **Levelling Tests and Report Cards:** Levelling tests and report cards motivated the learning to continue. Learning tests, which were used for levelling the learning circle, were conducted annually and certificates were provided from these tests. Certificates were signed by FRC and partners. These seemed to be an important motivating factor (one learning member proudly showed his/her certificate to the assessment team without being asked to do so). Although these certificates were not attested by the Ministry of Education, these certificates were used to prove literacy skills which could be used for multiple purposes e.g. to find jobs.
- **Sensitising the Communities:** (this was mentioned by assessment team members that were involved during the implementation) Pre-delivery messages for the communities, including clarification of expectations, objectives of the project, and the roles and the responsibilities of each party were explained before the learning was decided to start. This was seen as an important project stage as it allowed to clear

away the high expectations that are related to INGO funded activities. It was agreed, that community should meet the organisation half way, as FRC/partners wanted to ensure that communities truly wanted to commit to the learning project. They were told that FRC/partners would only provide the communities with ‘what it was missing’ e.g. facilitator training, learning/teaching materials etc. If the communities and learners wanted the learning circles to be implemented they needed to commit their own time and resources. A ‘learning space’ and suitable facilitators would have to be found by the community members, and CMC’s needed to be organised as these committees would be responsible for the monitoring and establishment of the learning circles. Additionally, FRC/partners would not reimburse the facilitators, but reimbursement was to be taken from the sustainability fund or contributed by learners in other way. This sensitisation allowed the communities to claim ownership over the learning program.

K.2 Hindrances. Why Learning Circles Had Stopped?

The biggest obstacles and challenges to the continuation of the learning program were identified in both the ‘Big Fish and Crocodile’ exercise and also in the interview discussions. Below are some of the primary reasons why the learning program had ended in the assessed communities.

- *The Outbreak of Ebola:* The most common reason why learning programs had stopped in the visited communities, was the outbreak of Ebola. In 11 out of the 12 communities, learning had continued until the outbreak in July 2014. Restarting the program after the outbreak varied between the communities.
- *Death or Absence of the Facilitator:* The death or absence of a facilitator also ended the program in 2 of the communities (Kpetema and Tikonko). However, in Tikonko the community had already selected a new facilitator and the learning circles had begun whilst in Kpetema, a new facilitator was confirmed at the assessment meeting and learning was about to restart after few months’ break.
- *Migration of Learners:* Learners migrating, especially women due to marital grounds, was also another reason why learning circles had stopped.
- *Misuse of the Sustainability Fund:* The misuse of the sustainability fund was identified as a factor which created distrust between the learning circle members and discouraged the continuation of the program. If learning circles found it difficult to co-operate or trust each other, the effectiveness of the learning was limited. This was the case in one



A previous Kpetema learner became the community's new literacy group facilitator.

community, (Tikonko) but this community had still later restarted the learning.

- *False Expectations:* In Kigbai, the learners lacked real interest for learning and had false expectations about incentives. This resulted in the learning circles being stopped as participants were not motivated to continue.
- *Attitude of the Facilitator:* If the facilitator provided little support for his/her learners this acted as demotivating factor. The facilitator needed to be engaged and show respect to his/her learners in order for learners to feel comfortable.
- *Lack of Support and Respect for Facilitator:* If facilitators were not adequately reimbursed for their work, this could discourage the facilitators from conducting the lessons. In addition, if learners were not punctual or did not fully contribute towards their own learning, this also demotivated the facilitators and had a negative impact on the program.
- *Provisions of Learning Materials and Resources:* This mostly referred to teaching and learning materials. Individuals mentioned that they were not able to afford pencils and paper which discouraged them from continuing the learning. However, during the exercise other participants often mentioned to fellow learners, that buying the learning materials (notebook & pen) was not really a problem, but an excuse, as everyone has the money for such materials.
- *Sickness and Hunger:* If participants struggled to get enough food or were ill, they were understandably not as committed towards their learning. This is why the learning program focused upon skills which would allow the participants to increase their food security, as it is so important in determining how well they are able to complete tasks in the day.

Section L: Conclusions

L.1 The Most Significant Changes

L.1.1 Numeracy and Literacy

In almost all the communities, the first responses in the 'Crossing the River' exercise referred to the importance of knowing the alphabet and basic mathematical skills. The participants all expressed how vital these initial skills were and how much these skills impacted upon the wider changes which they experienced.

The most significant changes associated with **literacy**, were the participant's ability to sign and recognize their own name and for the participants to be able to supervise and monitor their children's school books. These changes were also associated with more self-esteem as the participants no longer had to sign using their thumb print at meetings. This change gave them a certain level of 'importance' or 'value.' In addition, as parents discovered the advantages of literacy/numeracy skills they started to value their children's education. This encouraged them to financially support their children. This was especially true for mothers who were keen to ensure that their female children went to school instead of staying at home.

In consideration to **numeracy**, numeracy skills were identified as being equally significant. The most valuable change associated with numeracy, was the ability of individuals to recognise numbers, and do basic calculations, which meant that participants were no longer cheated out of their money and could confidently run small businesses. These changes allowed participants to increase their income (through the prevention of losses), and also increase their self-esteem.

L.1.2 Business and Agriculture

The respondents revealed that changes in **business** and **agriculture** have also been significant. Per this assessment, the basic literacy and numeracy skills have had a wide impact upon these two areas. In consideration to business, the participants have been able to engage in petty trading businesses and have been able to keep accurate accounts of their customers' purchases. This has especially been the case for women, who's economic base improved through their confidence to start small businesses such as petty trading. Participants also learnt how to make profit and count costs. These new numeracy skills, along with newly learnt business skills, were reported to encourage many new business start-ups, or persuaded existing businesses to enter bigger markets. Overall, this has allowed those running small businesses to earn a better income which has improved their living standards.



Signs used for voting – a goat was brought as a sign for agriculture

The changes experienced within agriculture have also been significant as the beneficiaries live in primarily rural farming communities. Knowledge of the farming calendar has increased the yield of harvests whilst also taught the communities how to manage their harvest wisely. This has in turn improved the food security of the participants and their families. New skills in animal rearing and backyard gardening were also popular (especially later amongst women) as both widened the participant's sources of income. Many learners mentioned that due to their new skills, they could now view agriculture as a business, as opposed to only practicing subsistence farming. Income generation from farming was mentioned to have increased in various cases. The participants could invest their newly generated income in to buying better seeds, supporting their food security and paying for household expenses such as children's school fees.

L.1.3 Self-Esteem

In addition to the changes mentioned above, another identified change was **self-esteem**. As per the responses of the participants, basic literacy and numeracy skills have significantly impacted upon their self-confidence and self-esteem. The participants expressed that 'now I am someone' stating that they now felt that they had reached a certain status which reflects importance and value. These skills have also greatly affected how they view themselves and how they understand their capabilities.

Furthermore, the participants increased their self-confidence at speaking in public and voicing their opinions, with both men and women now participating in decision-making. It was claimed that both the new skills, and the experience of the learning circle itself, have contributed towards this. This assessment revealed that the experience of sharing and discussing opinions, going up in front of the class, or answering questions has increased the self-confidence of the participants to speak in public. This change has also allowed women, who are normally shy and quiet at meetings, to become confident enough to give their contribution by themselves. In addition, it was not only women who were identified as being too shy to speak out, as this issue was also related to an individual's 'status' in the community. Several men also stated that they had only become confident enough to speak out at community meetings after participating in the learning circles.

This has also been the case for facilitators who mentioned that their 'status' has significantly improved. They reported that their learnt leadership skills and knowledge on how to manage groups, have opened them up to wider opportunities, such as school teacher positions or even leadership positions. Additionally, many have been encouraged to start long distance learning at universities to become certificated primary school teachers. Many communities have also begun to regard their facilitators as being highly important, as facilitators have been voted in by the rest of the community members, to run for important community positions.

L.2 Other Critical Changes

L.2.1 Conflict Resolution

Within this assessment, other significant changes were also mentioned but they were not as commonly repeated as the changes mentioned above. Among these other changes was improved **conflict resolution**, where participants now know how to listen to all parties

involved before amicably resolving disputes. Contributing factors have not only been the ‘non-conflict communication’ learning topics, but also shared experiences in the learning circles where participants were encouraged to listen to each other, discuss issues and give others the opportunity to speak. It was mentioned that such skills have been important in maintaining peace and cohesion amongst community members and within families.

L.2.2 Unity

Unity was also measured as an important change. Several participants claimed that the learning circles had brought the people together for the first time, after which they have continued to embrace this unity and have continued to participate in activities together. As a prime example of this unity, the learning circles fostered group activities such as group farming. Presently, group farming can be found in all of the communities (even in those communities which have not continued the learning circles). In addition, other group activities such as roofing community schools, organising cleaning days and road construction proceeded from learning circles during the project implementation phase. In many communities, such activities have either continued to remain or new activities have replaced them. Many participants claimed that the starting point for these activities were the learning circles. Even the chiefs and elders in the communities mentioned that unity has increased between the different community members since the beginning of the learning circles.

L.2.3 Women’s Rights and Family Planning

Finally, **women’s rights and family planning** were also mentioned in a few of the communities. Whilst such changes were not as widely acknowledged, they are still significant changes which should be explained. Women seemed to have become more aware of their rights with regards to domestic violence and inheriting their husband’s property, but also of women’s wider role and responsibilities in the family. These seemed to have influence on the self-esteem and value of women in their communities and families. In addition, family planning was mentioned in relation to participants having become more aware of the benefits of limiting the size of their families or spreading out the births of their children. This knowledge can have an impact upon a family’s standard of living, as parents are able to more effectively plan and provide for their families.



Sign for a teenage pregnancy and a stubborn girl who didn’t listen advice

L.3 The Gender Perspective

The number of men and women used during both the project implementation and assessment, was around half. The results mentioned above were equally reported by men and women, although men emphasised more on the importance of farming whereas women tended to highlight more petty trading. However, there were major differences in how the mentioned changes impacted both men and women. This was primarily due to the differences in men’s and women’s ‘starting points.’

L.3.1 Understanding the Changes Experienced by Women

Changes in women's economic situation was remarkable, as the knowledge of numeracy and business skills pushed women to go out of their houses to start petty trading, or if they were already involved in such activities, they increased their overall income. It was stated that these increases in income had given women more resources for the daily running costs of their households or allowed them to share costs (such as school related fees) with their husbands. It was stated that these changes encouraged more respectful relations amongst spouses.

In addition, one fundamental change for women was 'self-esteem.' A majority of women stated that before the learning circles they were shy, but now they actively participated in community activities/meetings. This new self-confidence also allowed women to travel to market places in other towns, and granted them the courage to discuss family issues in their homes. All these changes are a part of larger phenomena about increased gender equality, where the learning has contributed towards the realisation of this. As one participant mentioned "men and women are now moving forward together."



Women and children of the Bongeya community.

The encouragement of children to go and/or stay in school, especially in the cases of girl child, was more common in the situations where the mothers were learners. This change is considered to be a major impact of the project. It was stated that after women recognised the importance of education, mothers took a different attitude towards their female children's education. They began to want their female children to attend school and discouraged their girls from only focusing on home tasks. This change was already recognised during the project implementation phase, but in this assessment, it was identified as one of the three major changes amongst literacy and numeracy skills.

Health related issues were also mentioned more often by women. As women more commonly care for sick children, they are more aware of illnesses such as malaria, cholera and diarrhoea. Learning had given women knowledge of these common illnesses, along with how to prevent and cure them. On several occasions, women referred their children to local clinics as opposed to visiting traditional healers. In addition, cleaning and hygiene practices, (such as using toilets and covering water) was repeatedly mentioned by women. In several communities, the participants mentioned that there was a significant decline in cases of diarrhoea, malaria and worms. The mothers also began to oppose the idea of early marriage. Mothers reported that now they can tell for their daughters on the complication of teenage pregnancy.

Section M: Re-Visiting the Assessment Questions

M.1 Have We Made Any Difference? What Can We Learn?

M.1.1 Our Difference

As this assessment identifies permanent changes in the communities, which have been maintained following a 5-year absence of external support, it can be answered yes, the project has made a difference. We have made differences in the beneficiaries personal and household levels. In various cases, the project has also contributed towards the changes experienced at the community level.

The collected results from this assessment can be considered as long-term impacts. The changes in the participants daily lives brought by literacy and numeracy skills are evident. Although the visited communities within this assessment have not received support for the adult literacy activities after the end of the FRC funded project, the learning activities continue to be maintained within the communities. The changes identified in the 2012 evaluation, right after the end of the project implementation, have continued to exist and expand within the communities which indicates that these are sustainable changes. Nevertheless, it is important to acknowledge that the life skills and other thematic areas have also received possible support from other actors or NGO's which could have had an impact upon their long-term durability.

M.1.2 Learning Points

The examples which were mentioned as learning results were topics which participants found useful and were able to put into practice. Topics or skills which have no use or value would arguably not have been so well maintained over time. The importance of literacy skills in the daily lives of the participants, and their ability to use these skills to generate income, improve their social status and increase their living standards have been fundamental in sustaining the results.

M.1.3 Issues to Improve and Give Special Focus to

- Facilitators are the backbone of the project and the sensitisation of the community to the importance of their contribution to the learning process is vital.
- It is important to replace absent facilitators. Training programmes for new facilitators should be implemented or co-facilitator systems could be considered.
- monitoring, and providing mentoring and coaching for the facilitators improves the quality of learning. Additionally, it has a positive effect on their motivation.
- The sustainability fund can be either a positive or negative factor. It does not necessarily secure the continuation of the project but it is an added value as it potentially holds the learning circle together during the initial stages.
- CMC's have an integral role in ensuring the continuity of the learning and strengthening the community's ownership over the programme. These structures need to be focused upon and given the needed abilities to facilitate and monitor the programme once external support has been extracted.

M.2 What Has the Adult Literacy Program Possibly Brought into the Lives of the Adults Who Participated? What Has Changed?

- Literacy e.g. to recognise their own name, their ability to sign their own name, record items of sale, follow up their children's education.
- Numeracy and business skills, e.g. knowledge of currencies, avoid being cheated during transactions, keep records of sale items and debt, able to keep business records, and count loss and profit
- Self-esteem, e.g. increased participation in family and community meetings, encouraged to start business ventures, to travel to other towns, take advantage of wider opportunities.
- Increased gender equality, e.g. men and women both participate in decision making, spouses co-operate and work together to pay family expense, women able to earn economic income, increased respect for women in families and wider communities.
- Improved living standards, e.g. business and agricultural profit used for family expenses especially for school fees; better food security; family planning has relieved the economic pressure of families.
- Children's education encouraged, e.g. the importance of children's education realised, female children also encouraged to study, discouragement of female's early child marriage increased as educational benefits recognised.
- Hygiene and health improved, e.g. the sanitation practices have lowered the cases of common illnesses, community members more encouraged to visit clinics as opposed to traditional healers, knowledge of illnesses have allowed for proper cure and prevention measures.
- Status of facilitators and learners improved, e.g. facilitators have been encouraged to become teachers, facilitators have been voted for leadership positions, learners have pursued other opportunities.
- Community unity, e.g. learners have applied their skills to benefit the entire community through activities such as road maintenance, cleaning of the town, and construction of local bridges.

M.3 How Has This Been Achieved?

Reflections to the assessment visits and comments from the assessment team, have identified important aspects which have contributed towards the achieved results. The contributing factors and important considerations are listed below:

- The learning project has responded to the request and need of the people. It has been relevant and appropriate for the targeted community, topics have gone along with the participants interests according to the REFLECT approach. Otherwise the skills would not have been seen as valuable and may not have been as effective in creating change.
- An implementation phase, which did not need long term external support after the initial investments of training and monitoring, was conducted. It was a sustainable project which aimed to make the targeted communities responsible for the continuation of the project.

- Implementation strategy that does not require long term external, but is based on community ownership with supporting CMC structure and initial stage trainings and monitoring support.
- The participatory and rights based approach which was applied in the literacy activities motivated the learning. Learners were able to express their voice in e.g. facilitators selection, development of learning material (Learner Generated Material) and in the content of the learning.
- Facilitators' manual, developed in the second phase (2012-2016), was based on issues and themes previously discussed in the literacy circles. It acted as a supporting document for other colleagues.
- Working with partners already familiar with the communities is crucial, as it eases the facilitation of projects within said communities. In addition, adding the literacy component to partner organisations programmes, e.g. micro-credit or agricultural programmes, accelerate both the core project and the learning results.
- Clear and well elaborated pre-delivery information is important. These clarify the roles and responsibilities of all parties (partner, community, donor) and diminishes false expectations as these can impact the success of the program.
- REFLECT trainings - including initial, refresher and thematic trainings - for facilitators in order to achieve the required academic, thematic and management skills. Trainings were also a forum for experience sharing and peer support for facilitators, as they normally were the only facilitators in their communities.
- Selection of facilitators by registered learners, in accordance with given criteria (academic included) is important in order to ensure the acceptance, respect and mutual trust between learners and the facilitator.
- Facilitators were members of the communities, thus having the required motivation to work for "the fellow people" as well as having good community relations.
- Support for facilitators in cash or in kind by the learning circle was important, though not in all cases crucial, for the continuation of learning. It was also important to communicate to the circle members, and have them understand, that the support was a motivating factor for facilitators and therefore benefited the entire group.
- Income-generating activities, e.g. group farming, brought the learners closer together and supported their daily livelihoods. Combining learning with income generating examples and skills gave participants instant incentive to continue the learning and improved the livelihood skills.
- Agriculture and business training as a part of the learning programme brought about a remarkable benefit to the learners' daily livelihood. Additionally, using examples from farming and petty trading when teaching literacy and numeracy made learning easier and more useful.
- Participatory monitoring, where Community Management Committees, partners and FRC monitors actively involved the learners and facilitators was found useful for all stakeholders
- Pre-project literacy survey carried out in order to more accurately determine the current literacy level and learning needs in the community.

M.4 What Were the Successes and Hindrances?

M.4.1 The Accomplishments

Whilst the results which have been mentioned within this assessment can all be regarded as successes, it is important to focus on the wider accomplishments which have been achieved. The core successes of the learning project are listed below:

- The skills learnt have been put in to practice by the beneficiaries. They have been able to explicitly use these skills to enhance their living standards, generate income and ensure food security. Thus, the taught skills have had a direct positive impact upon the lives of the beneficiaries and their wider communities.
- The learning experience and learning circles, have brought the communities closer together. This social cohesion has encouraged the community members to support each other and improve their wider communities, which are important aspects in securing long-term development of the communities.
- The unity experienced in the learning circles and the conflict resolution skills have enhanced social cohesion within the communities and families. This has been important for securing co-operation between community members and spouses which contributes towards improving the living conditions of the whole community.
- The participatory and learner-centred approach has enabled participants and facilitators to apply new skills in their lives that are relevant for them. There is more mutual respect (between both community members and between spouses), and these have encouraged them to diversify their sources of income and to seek leadership positions.
- The importance of education has been recognised and promoted within the targeted communities. These new attitudes towards education have been passed down to their beneficiaries' children which contributes towards the long-term sustainability of these changes.
- The structure and implementation process of the project has helped to secure long-term durability of the learning project. Beneficiaries have been given the necessary skills and initial resources to continue the project on their own term and take ownership of their development.

M.4.2 The Obstacles

The general issues and obstacles which impacted upon the success of the learning project have already been mentioned within this assessment. They will be again presented in short with some recommendations of how these may be avoided in the future.

- Absence of the facilitator, either due to death, moving to different areas or lack of motivation. This could be resolved by having a co-facilitator structure where 'spare' facilitators have already been trained and can quickly take over the learning circle.
- Lack of motivation on behalf of the learners impacted both the effectiveness of the learning circle and the motivation of the facilitator. Ensuring the relevance of the topics taught is vital - especially during the initial stages – so that the learners are able

to put their skills into practice and realise the benefits of learning. This can be emphasised even more in facilitator trainings and supported by monitoring.

- In order to prevent a problematic relationship developing between the facilitator and learners, an effective facilitator selection process, involving input from learners, should always be applied. CMC's should be responsible for trying to resolve learning circle conflicts. If conflicts cannot be resolved, other solutions, such as removing a learner or facilitator, should be considered. This will ensure that most beneficiaries do not suffer in cases where a facilitator or an individual learner are causing conflicts.
- Internal conflict or mistrust between learners also negatively impacts the project. The proper use of resources and sustainability funds (if present in the project) needs to be ensured. The CMC's need to monitor and enforce the sustainability's fair use and ensure that other resources and learning materials are used correctly. In addition, activities which enhance co-operation and trust between members should be encouraged.
- Learners not committed to supporting their own learning. Learners need to be made aware of their responsibilities when it comes to investing in their own learning, such as buying the necessary stationary.

Section N: Recommendations

N.1 Concluding Thoughts

In consideration to the findings from this assessment, it is the recommendation of FRC that adult literacy programmes which follow a REFLECT approach, are good investments for development agencies to consider. Within a three-year period, such programmes have proved to be effective in securing tangible results at individual, family and community levels.

Investing in adult literacy programmes provide participants with more than mere basic literacy and numeracy skills such as reading, writing and counting. Such programmes also have a much wider impact across a range of different areas. Self-esteem is significantly improved which leads to further activities and experiences of change. Whilst practical skills are enhanced, the experience of the programme also teaches the participants how to co-operate, respect each other, voice opinions and discuss issues. This will have a wider effect on social cohesion in the community and in the families.

The lives of the beneficiaries are extensively impacted upon and these changes are sustainable. Their living standards, income generation, health and overall abilities to pursue other opportunities increase through such programmes. Once they have been given the initial support they can claim ownership over their future development and contribute towards benefitting their wider communities.

At a minimum level, it is recommended that the ongoing learning circles should be located and be provided with refresher facilitator trainings for the facilitators, for co-facilitators to be identified and trained and provide the learning circles with additional materials. Such support would allow the communities to independently continue the adult literacy programmes which is the primary aim of the project.

Annexes

Annex 1: Team Members and Timetable

Team included one person from previous partner and two from FRC, as follows:

- ISLAG communities: Lahai Lusenie ISLAG, Melwin Kowa FRC, Outi Perähuhta FRC
- HELP-SL Tikonko and Dodo: Mustafa Kailie HELP-SL, Abdul Kabba FRC, Outi Perähuhta FRC
- HELP-SL Kpetema and Kibgai: Mustafa Kailie HELP-SL, Melwin Kowa FRC, Outi Perähuhta FRC
- CARD communities: Vandi K. Steven CARD, Abdul Kabba FRC, Outi Perähuhta FRC
- Assisting persons were: Abdul Jombla, driver of HELP-SL who also took a major part of the photos and, Fatama Kamara who typed most of the stories after collection
- FRC management in Sierra Leone gave support in practical arrangements and facilitated the exercise.

Knowledge of the project per team members

- One team member had been during the implementation directly involved to implementation during 2009-11 and participated to REFLECT trainings in that time.
- One team member was not working with the partner NGO during 2009-2011, but has later involved in REFLECT trainings
- FRC staff Kabba and Kowa have been involved in project implementation in since 2006 on behalf of FRC/partners and Perähuhta since 2003 in-country or from distance.
- Kabba and Kowa participated to the REFLECT Evaluation in 2012.

Timetable

Thu	10.11.	meeting with partners/team - practical planning, share of tasks, confirmation of communities, routes, drivers ect	
Fri	11.11.	piloting of questions methods etc. with partners/team	
Sat	12.11.		
Sun	13.11.		
Mon	14.11.	field trip 1 st partner	ISLAG
Tue	15.11.	field trip 1 st partner	ISLAG
Wed	16.11.	field trip 2 nd partner	HELP-SL
Thu	17.11.	field trip 2 nd partner	HELP-SL
Fri	18.11.	field trip 3 rd partner	CARD
Sat	19.11.	field trip 3 rd partner	CARD
Sun	20.11.		
Mon	21.11.	findings analysing, report writing - meeting with team	
Tue	22.11.	findings analysing, report writing - meeting with team	

Annex 2: The Most Important Changes

THE MOST IMPORTANT CHANGE**LITERACY**

Community	Who was affected	Some of the reasons why Literacy was identified as a significant change
<u>BONGEYA</u>	<i>Participants</i>	<ul style="list-style-type: none"> • Literacy brought us to understand the other things.
		<ul style="list-style-type: none"> • Facilitator brought the sanitation and cleaning things for us
		<ul style="list-style-type: none"> • We learnt farming technics in literacy
		<ul style="list-style-type: none"> • "If you do not know anything you are nothing"
		<ul style="list-style-type: none"> • Confidence – now you can response when asked something
<u>DODO</u>	<i>Participants</i>	<ul style="list-style-type: none"> • If you are literate you are exposed to the wider world, pumui (white person) would not be here without education
		<ul style="list-style-type: none"> • Literacy can lead you to success and to be bolder
		<ul style="list-style-type: none"> • Education has brought all other things
		<ul style="list-style-type: none"> • Without education I'm always as a slave for others
<u>KAMBAWAMA</u>	<i>Participants</i>	<ul style="list-style-type: none"> • Know how to recognise a house number in Bo Town
		<ul style="list-style-type: none"> • I never went to school, but with literacy I can check my children's notebooks and teach them the ABC without asking for help to another person
		<ul style="list-style-type: none"> • I can spell my name and my mother's name, and I can also do my calculation
		<ul style="list-style-type: none"> • Can identify the right clinic cards of their children
		<ul style="list-style-type: none"> • Confidence in speaking in public standing before over 100 people
		<ul style="list-style-type: none"> • If you cannot read you cannot do anything. If you were to make soap and sell it, you have to know something
<u>KENEMA</u>	<i>Participants</i>	<ul style="list-style-type: none"> • Unity: if there is no unity, nobody will be enrolling and participating in the circle
		<ul style="list-style-type: none"> • Conflict management: if there is no way to manage conflicts between participants/facilitators within the circle, the FAL will not continue
		<ul style="list-style-type: none"> • Punctuality/availability of the participants and facilitators
		<ul style="list-style-type: none"> • Good relationships between participants/facilitators
		<ul style="list-style-type: none"> • Honesty: among learners/community/participants
		<ul style="list-style-type: none"> • Without literacy, all the other areas would not be fully understood
		<ul style="list-style-type: none"> • Value children's education for future benefit

<u>KIGBAI</u>	<i>Participants</i>	<ul style="list-style-type: none"> • Literacy is the reason for external visitors to visit our community
		<ul style="list-style-type: none"> • It helps you in farming and business because you will not be cheated
		<ul style="list-style-type: none"> • It helps you to find a job
		<ul style="list-style-type: none"> • It improves your confidence in speaking in public
<u>KONIA</u>	<i>Participants</i>	<ul style="list-style-type: none"> • It brings self-esteem
		<ul style="list-style-type: none"> • It helps to participate in group work
		<ul style="list-style-type: none"> • Business skills and self-esteem come from learning
		<ul style="list-style-type: none"> • Literacy is the key for other areas
<u>KPETEMA</u>	<i>Participants</i>	<ul style="list-style-type: none"> • When you are not educated, you are in darkness. When adult literacy came, we valued it
		<ul style="list-style-type: none"> • Literacy promotes self-esteem, "if you are literate you are bold and you have self-esteem"
		<ul style="list-style-type: none"> • Literacy gives you knowledge to advice your girl child on teenage pregnancy effects
		<ul style="list-style-type: none"> • Literacy help to calculate profit and loss in business
<u>NGIEBU</u>	<i>Participants</i>	<ul style="list-style-type: none"> • Literacy without boldness is useless
<u>SENEHUN</u>	<i>Participants</i>	<ul style="list-style-type: none"> • All the other areas are based on literacy
		<ul style="list-style-type: none"> • Without literacy, one always has difficulties in doing any developmental action and business
		<ul style="list-style-type: none"> • With literacy, you can get profit from the harvest "without literacy you never get profit"
		<ul style="list-style-type: none"> • Can easily find people in Freetown and Bo using addresses," you can communicate for far brother"
<u>TIKONKO</u>	<i>Participants</i>	<ul style="list-style-type: none"> • We used to be left behind because we were not educated
		<ul style="list-style-type: none"> • Before women were just housewives: "husbands push us in the kitchen and asked us to talk to them only behind doors, with literacy we can attend meetings and make valuable contribution."
<u>YENGEMA</u>	<i>Participants</i>	<ul style="list-style-type: none"> • It helps us to do business
		<ul style="list-style-type: none"> • Can use mobile phones without asking the town chief for help
		<ul style="list-style-type: none"> • Can monitor children's school work
		<ul style="list-style-type: none"> • Gives knowledge to improve sanitation in the community
		<ul style="list-style-type: none"> • Can use the calculator to calculate profits and loss
		<ul style="list-style-type: none"> • Can properly measure water, oil and caustic to prepare soap

BUSINESS SKILLS

Community	Who was affected	Some of the reasons why Business skills was identified as a significant change
<u>KAMBAWAMA</u>	<i>Participants</i>	<ul style="list-style-type: none"> • From business we get the money to educate our children
		<ul style="list-style-type: none"> • I purposely enrolled myself into the circle for business and now I can check profit and loss
		<ul style="list-style-type: none"> • Can write the customers' names and the item they owe you
		<ul style="list-style-type: none"> • It drives poverty
		<ul style="list-style-type: none"> • Can count exact change
		<ul style="list-style-type: none"> • Confidence to give change without asking help to anyone
<u>KENEMA</u>	<i>Participants</i>	<ul style="list-style-type: none"> • If there is no money, our farm work could not go on well as we pay people to work for us
<u>KONIA</u>	<i>Participants</i>	<ul style="list-style-type: none"> • With profit made through business we can go to the hospital
<u>KPETEMA</u>	<i>Participants</i>	<ul style="list-style-type: none"> • It helps to support our children's education
		<ul style="list-style-type: none"> • Able to educate the children
		<ul style="list-style-type: none"> • Can keep my family if someone gets sick and can buy medicine
<u>KIGBAI</u>	<i>Participants</i>	<ul style="list-style-type: none"> • Makes to expose and one can go to other communities to buy cassava and sell it
		<ul style="list-style-type: none"> • Agriculture gives us food
<u>NGIEBU</u>	<i>Participants</i>	<ul style="list-style-type: none"> • Selling the agriculture products gets us money for school fees and clothes
<u>YAWAJU</u>	<i>Participants</i>	<ul style="list-style-type: none"> • Needed to support the agriculture and the children
		<ul style="list-style-type: none"> • Business helps us to support our children through school
<u>YENGEMA</u>	<i>Participants</i>	<ul style="list-style-type: none"> • Business gives me money to buy medicine
		<ul style="list-style-type: none"> • Can pay children's school fees
		<ul style="list-style-type: none"> • Can support children through school and college
		<ul style="list-style-type: none"> • "Business can develop people"

SELF-CONFIDENCE

Community	Who was affected	Some of the reasons why Self-confidence was identified as a significant change
		<ul style="list-style-type: none"> • If you don't have self-esteem you are always shy in public

<u>DODO</u>	<i>Participants</i>	• Self-esteem makes you bold and respected in all community activities
		• “Without self-esteem, your husband can keep on treating you as a football”
		• “Without self-esteem man can buy other women and leave you without food”
<u>KONIA</u>	<i>Participants</i>	• Without self-confidence, one is still “in darkness”
		• Learning needs self-esteem
		• It needs self-esteem to reap the fruit of learning
		• Even if you are educated, without self-esteem you do not act and expose yourself
<u>KPETEMA</u>	<i>Participants</i>	• One with literacy without self-esteem cannot represent his/her community in any occasion
<u>NGIEBU</u>	<i>Participants</i>	• Without self-esteem, your education is nothing

SANITATION

Community	Who was affected	Some of the reasons why Sanitation was identified as a significant change
<u>BONGEYA</u>	<i>Participants</i>	• Use cloth lines for hanging clothes instead of spreading them on the ground, therefore we contract less diseases
		• We put our plates on plates racks and not on the ground
		• Use the local toilet instead of bushes
		• Now we are free of diseases such as cholera and diarrhoea
		• Sanitation is now a key aspect of our lives, as our living environment is always clean
		• The children are not sick anymore (skin rashes and worms)
<u>KPETEMA</u>	<i>Participants</i>	• Before we used stream for the water but now the hand pump water
<u>NGIEBU</u>	<i>Participants</i>	• Because we can now educate our daughters on the complications of teenage pregnancy because the body is not ready to give birth before 18 years of age
<u>SENEHUN</u>	<i>Participants</i>	• Sanitation education and learning made us to do by-law for sanitation
		• When we use the bush to defecate flies carry the toilet to our food and we eat it back
<u>YAWAJU</u>	<i>Participants</i>	• We get waterborne diseases like cholera, diarrheal and dysentery
		• I Can take care of my body
		• I cover drinking water and food
		• Now I know the importance of cleaning drinking water in order to avoid cholera and diarrhoea

		<ul style="list-style-type: none"> Compound cleaning, before I used traditional herbs.
		<ul style="list-style-type: none"> I know it is healthier to drink from the tap than from the stream
		<ul style="list-style-type: none"> I understand the importance of taking care of myself, because I cannot do farming if I'm not healthy"
		<ul style="list-style-type: none"> "Health is wealth: health is the most important thing

AGRICULTURE

Community	Who was affected	Some of the reasons why Agriculture was identified as a significant change
<u>BONGEYA</u>	<i>Participants</i>	<ul style="list-style-type: none"> We eat enough food to participate well in school
		<ul style="list-style-type: none"> We can sell agricultural products at Lumar to pay school fees for our children
		<ul style="list-style-type: none"> We have new techniques in agriculture: we know how to maintain the crops
<u>NGIEBU</u>	<i>Participants</i>	<ul style="list-style-type: none"> Agriculture is our livelihood
		<ul style="list-style-type: none"> "An empty bag cannot stand": we need food for working and learning and doing everything, we eat even before learning
<u>SENEHUN</u>	<i>Participants</i>	<ul style="list-style-type: none"> Community members are predominantly farmers
		<ul style="list-style-type: none"> It contributes to business and therefore they can pay school fees
		<ul style="list-style-type: none"> It creates unity through food
		<ul style="list-style-type: none"> "We are farmers, no business man and no one is going to school, so from agriculture we get our money to solve some of the problems. From the farm, we get food and money to use and we can buy a radio and even a mobile phone." we get money from groundnut, gari processing and palm oil.
<u>TIKONKO</u>	<i>Participants</i>	<ul style="list-style-type: none"> The agricultural activities we undertook give us money to buy learning materials.
		<ul style="list-style-type: none"> Agriculture gives us food
		<ul style="list-style-type: none"> Through agriculture products we can pay our children's school fees
		<ul style="list-style-type: none"> "An empty bag cannot stand": we need food to study and work
		<ul style="list-style-type: none"> Food is backbone for all
<u>YAWAJU</u>	<i>Participants</i>	<ul style="list-style-type: none"> Food is health, and we get food from agriculture
		<ul style="list-style-type: none"> Without food, the medicines do not work
		<ul style="list-style-type: none"> "An empty bag cannot stand": we need food to live our lives

		<ul style="list-style-type: none"> One cannot work in the farm if he/she is hungry
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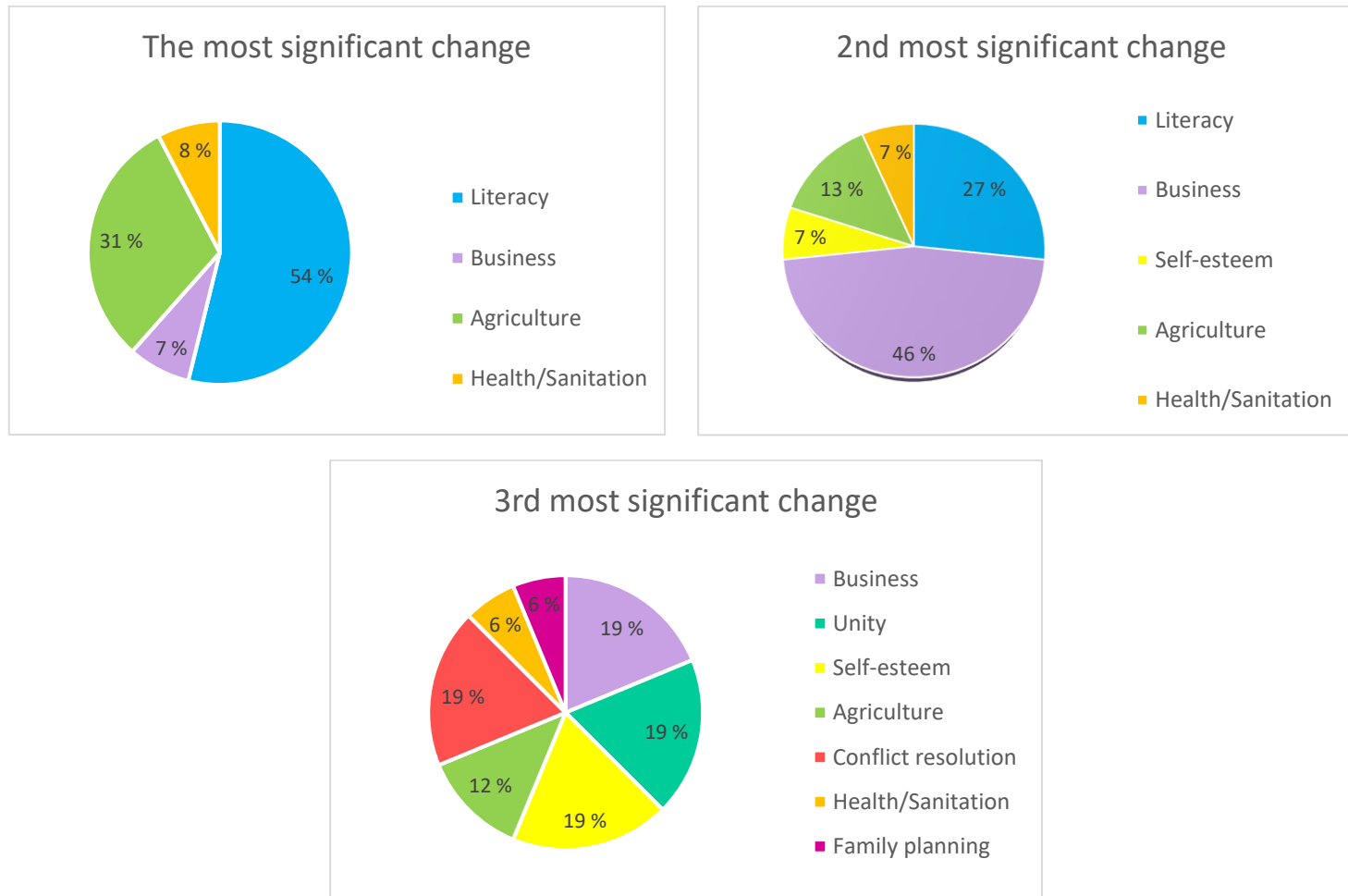
UNITY

Community	Who was affected	Some of the reasons why Unity was identified as a significant change
<u>NGIEBU</u>	<i>Participants</i>	<ul style="list-style-type: none"> If there is no unity our business cannot grow
		<ul style="list-style-type: none"> If there is unity, we can come together for farming and reach effective development
		<ul style="list-style-type: none"> Learning brought unity and unity brought road and that brought us hand-pump
		<ul style="list-style-type: none"> if there is no unity we cannot even come together for faming
		<ul style="list-style-type: none"> Unity brings all people together
<u>SENEHUN</u>	<i>Participants</i>	<ul style="list-style-type: none"> Without unity, the community always moves backwards, without unity you cannot do group work
		<ul style="list-style-type: none"> If there is unity in the household, you manage to solve your problems at home, without everybody knowing, and then also the children are supported by their families
		<ul style="list-style-type: none"> The community is always ready to listen to the chief for any kind of developmental activity
	<i>Participant</i>	<ul style="list-style-type: none"> If there is unity between husband and wife, children enjoy and you get support from them
		<ul style="list-style-type: none"> This our road construction (2miles) would not happen without unity.
		<ul style="list-style-type: none"> No unity, no transparency
	<i>Chief</i>	<ul style="list-style-type: none"> Everybody come to the meeting when there is unity I can now sign and get credit in chief meeting and now I'm respected by this

CONFLICT MANAGEMENT

Community	Who was affected	Some of the reasons why Conflict Management was identified as a significant change
<u>YAWAJU</u>	<i>Participants</i>	<ul style="list-style-type: none"> Where there is peace there is development
		<ul style="list-style-type: none"> Conflicts bring problems
<u>YENGEMA</u>	<i>Participants</i>	<ul style="list-style-type: none"> "No peace no business"
		<ul style="list-style-type: none"> When there is conflict there is no learning
		<ul style="list-style-type: none"> The basis of literacy sustenance is in conflict management

Each community has been asked to select which of the topics learnt during the participation to the FRC program has brought the most important changes to their lives. The graphics below show which topics have received the highest number of votes in how many communities, divided per rank.



Annex 3: Responses in 'Crossing the River'

CROSSING THE RIVER**LITERACY**

Community	Person of Concern	Situation <i>Before</i> Literacy	Situation <i>After</i> Literacy
<u>BONGEYA</u>	<i>Vice-chief Abu Kallon (M)</i>	<ul style="list-style-type: none"> I was completely illiterate in English I had never been to school. 	<ul style="list-style-type: none"> Now I write my name and identify it anywhere. I can read any information on a paper before signing it. I can read any information on a sign post and find my way.
<u>BONGEYA</u>	<i>Participant Mamie Nyande (F)</i>	<ul style="list-style-type: none"> I could not identify my name I was too shy to expose myself 	<ul style="list-style-type: none"> Now I can write and identify my name I can read my children's notebooks and also make some corrections.
<u>BONGEYA</u>	<i>Participant Agness Augustin (F)</i>	<ul style="list-style-type: none"> Never been in school, I was just at home. 	<ul style="list-style-type: none"> Now I can write and read the English alphabet.
<u>BONGEYA</u>	<i>Youth leader Tommy Sipo (M)</i>	<ul style="list-style-type: none"> Before I was a farmer 	<ul style="list-style-type: none"> I can monitor my children school book
<u>BONGEYA</u>	<i>CMC Chairman Tom Sandi (M)</i>	<ul style="list-style-type: none"> I could nor write or read or count 	<ul style="list-style-type: none"> I can read, write, sign my name and do some basic calculation I have been elected CMC chairman I know how to ride a motorbike
<u>BONGEYA</u>	<i>CMC Chairlady Mamie Koroma (F)</i>	<ul style="list-style-type: none"> I was completely illiterate 	<ul style="list-style-type: none"> Now I can read, identify and write the English alphabet and the numbers up to 50 I can do simple calculations I can use a mobile phone I can measure rice, and I know how many cups there are in a bag before selling it I have been elected chairlady

<u>BONGEYA</u>	Participant Paul Sandi (M)	<ul style="list-style-type: none"> Before I had never been to school I was a farmer 	<ul style="list-style-type: none"> Now I can count and I am the money counter in our VSLA group.
<u>DODO</u>	Participant Margaret Kposowa (F)	<ul style="list-style-type: none"> Before I was not able to read I was not able to take care of my child I did not know how to do family planning I did not take part to community activities 	<ul style="list-style-type: none"> Now I can read and write the alphabet and my name I can explain simple sentences in English I can calculate profit and loss, we did numeracy, multiplication and subtraction
<u>DODO</u>	Participant Jamiatu Sidie (F)	<ul style="list-style-type: none"> Before I never advice children to go to school, I only forced them to go to field Before I could not identify my name 	<ul style="list-style-type: none"> Now I force my children to go to school instead of the farm Now I can write my name
<u>DODO</u>	Chairlady Kadiatu Stevens (F)	<ul style="list-style-type: none"> I was nowise, I did not think my child's age was important for marriage I was illiterate I was only engaged in farming I didn't attend meeting before 	<ul style="list-style-type: none"> I know that a child is mature after 18 years, before I should not arrange or allow marriage for her. Now I force my children to go to school instead of giving them for marriage Now I can read, write and to basic calculation Now I have been elected Chairlady 1 year ago, due to my exposure to the adult literacy
<u>DODO</u>	Participant Mariama Fofana (F)	<ul style="list-style-type: none"> Before I was not able to check my children's books when they return from school 	<ul style="list-style-type: none"> Now I can monitor my children very well, I know how they are doing in school
<u>DODO</u>	Participant Foday Fofana (M)	<ul style="list-style-type: none"> I'm a school drop-out from primary grade 4 and I was idling, others asked me to join to adult learning 	<ul style="list-style-type: none"> Now I understand news in radio Now I know read and write and I grace for learning
<u>DODO</u>	Participant Sallay Jimmy (F)	<ul style="list-style-type: none"> Before never went to school I was always at home in the kitchen Before child gave any excuses not to go to school 	<ul style="list-style-type: none"> Now I force my children to go to school because education is so important
<u>KAMBAWAMA</u>	Participant Mamie Jacob (F)	<ul style="list-style-type: none"> Before I had never been to school, I was illiterate 	<ul style="list-style-type: none"> Now I know the numbers and I know how to spell.
	Participant	<ul style="list-style-type: none"> Before I had never been to school 	<ul style="list-style-type: none"> Now I know the alphabet and the numbers up to 100.

<u>KAMBAWAMA</u>	(Joseph Kosiah) (M)		<ul style="list-style-type: none"> Now I know time and children have to go to school and I can teach my children at home, and I can read my children's clinic cards
<u>KAMBAWAMA</u>	Participant Hawa Bangura (F)	<ul style="list-style-type: none"> I have never been to school, I went to adult literacy with my 18 years. 	<ul style="list-style-type: none"> Now I know the numbers up to 100 and the ABC, I can teach my children and I don't need to ask for help from others. Now I understand what my children learn in school and the notes on the school books, and no need to ask that from others. <p>Note: she came to the course through a friend's recommendation and as she noticed that others are doing good with literacy.</p>
<u>KAMBAWAMA</u>	Participant Mamie Jacob (M)	<ul style="list-style-type: none"> Before I had never been sent to school 	<ul style="list-style-type: none"> Now I can spell the names.
<u>KAMBAWAMA</u>	Participant Naomie Kebbie (F)	<ul style="list-style-type: none"> Before I had never been to school 	<ul style="list-style-type: none"> Now I know the alphabet and the numbers. I know how to read names. Now I can read the house numbers so I can find and recognise a house in Bo.
<u>KAMBAWAMA</u>	Participant Hawa Kebbie (F)	<ul style="list-style-type: none"> Before I had never been to school. 	<ul style="list-style-type: none"> Now can count up to 100 and I know the alphabet.
<u>KAMBAWAMA</u>	Participant Mohamed Sheriff (M)	<ul style="list-style-type: none"> I never went to school 	<ul style="list-style-type: none"> Now I can count, recognise different currencies Now I am going to attend test to enter to the formal secondary school (6th grade)
<u>KENEMA</u>	Participant Amie Bindi (F)	<ul style="list-style-type: none"> Before I could not multiply 500 Leones for 2000 Leones I did not know the difference between Leones and Pounds, I did know what is 100.000 Leones 	<ul style="list-style-type: none"> Now I know the difference between Pounds and Leones I know the initials of my name, AB
<u>KENEMA</u>	Participant Patrick Mosima (M)	<ul style="list-style-type: none"> Before I did not know how to count, how to identify and write the English alphabet I even to count 1-10 I did know 	<ul style="list-style-type: none"> now I can count up to 50 I can identify my name amongst others and I can read the letters I can support my children in school

<u>KENEMA</u>	<i>Participant (Joseph Mbawa) (M)</i>	<ul style="list-style-type: none"> Before I didn't know how to read or write or identify the English letters 	<ul style="list-style-type: none"> Now I can write my name
<u>KIGBAI</u>	<i>Participant (Jeneba Kamara) (F)</i>	<ul style="list-style-type: none"> Before I was always in the kitchen 	<ul style="list-style-type: none"> Adult literacy has enlightened me that in every gathering I should sit there with men I'm TBA (traditional birth attender) and I cannot be blind any more as now for TBA there are many forms and instruction for medication. I can read them now.
<u>KIGBAI</u>	<i>Participant, imam Muhammed Kallon (M)</i>	<ul style="list-style-type: none"> Before I knew only Arabic 	<ul style="list-style-type: none"> Now I can read and write my name and the numbers I can check my children's school books and see if they have been to school because I can read dates
<u>KIGBAI</u>	<i>Participant Samai Fodie (M)</i>	<ul style="list-style-type: none"> Before I didn't know how to read or write, only thumbprint 	<ul style="list-style-type: none"> Now I can confidently read the alphabet I am now over the bridge and I don't look behind
<u>KIGBAI</u>	<i>Participant (Kadiatu Jigba) (F)</i>	<ul style="list-style-type: none"> Before I was never sent to school 	<ul style="list-style-type: none"> Now I know the alphabet and I can write I can write the names of the people and the items
<u>KIGBAI</u>	<i>Participant (Peter Sefoi) (M)</i>	<ul style="list-style-type: none"> I never went to school 	<ul style="list-style-type: none"> Now I know can read and write my name
<u>KONIA</u>	<i>Participant Matu Moriba (F)</i>	<ul style="list-style-type: none"> I was illiterate, I could not recognize 123, ABC 	<ul style="list-style-type: none"> Now I can recognise the alphabet and the numbers I can check my child's school books and write my name
<u>KONIA</u>	<i>Participant turned to Facilitator Morie Simbo (M)</i>	<ul style="list-style-type: none"> I knew nothing and I never went to school I did not know if my child goes to school 	<ul style="list-style-type: none"> Now I can sign my name, read other's name and sign attendance list Now I can attend workshops and study groups Now I am a facilitator and community school teacher for levels 3-4
<u>KONIA</u>	<i>Participant Mohamed Lebbie</i>	<ul style="list-style-type: none"> Before I was illiterate Before I had never been to Freetown because I couldn't speak Krio 	<ul style="list-style-type: none"> Now I can write my name, and count up to one million

	(M)		
<u>KONIA</u>	Chairlady Adama Bawoh (F)	<ul style="list-style-type: none"> Before I was in darkness and I was shy 	<ul style="list-style-type: none"> I can calculate the change: if you don't know ABC and numbers, you do not have confidence because all common things are related to these Now I have been elected chairlady
<u>KPETEMA</u>	CMC Chairlady Hawa Gaiinda (F)	<ul style="list-style-type: none"> Before I never went to school I had never done something good 	<ul style="list-style-type: none"> Now I can spell and sign my name, I can read and write the alphabet, and I know two-letter words I know the animal rearing I can learn and be good for the community I have been elected chairlady
<u>KPETEMA</u>	Participant Fatmata James (F)	<ul style="list-style-type: none"> Before I was shy I never went to school I could not read or write, I did not know the numbers 	<ul style="list-style-type: none"> now I can read I can advise my children well I can now spell my daughter's name
<u>KPETEMA</u>	Participant (Mariama Nabieu) (F)	<ul style="list-style-type: none"> Before I never attended school 	<ul style="list-style-type: none"> Now I know the alphabet and the numbers to 100 I want my daughter to avoid sex and keep on going to school, because after that she will have to take care of me
<u>KPETEMA</u>	Facilitator and former participant Muctaru Gbao (M)	<ul style="list-style-type: none"> Before I knew nothing, I never went to school 	<ul style="list-style-type: none"> Now I can write my name, and read simple sentences I know the alphabet and the numbers to 100 I can inspect my children's books if they did good, spell the words GOOD and POOR <p>Note: he had been selected by participants as a facilitator and it was confirmed by team.</p>
<u>KPETEMA</u>	Participant Fatmata Lahai (F)	<ul style="list-style-type: none"> Before I was shy to say anything in public gathering 	<ul style="list-style-type: none"> Now I can spell my name I can take care of my girl child to "take books seriously" Have learnt to monitor children attendance as school books have exercise with dates everyday
<u>NGIEBU</u>	Participant Bobor Bundu (different from CMC leader)	<ul style="list-style-type: none"> I was illiterate 	<ul style="list-style-type: none"> Now I am able to write, read and identify letters and numbers

<u>NGIEBU</u>	<i>Facilitator Abdul Lebbie (M)</i>	<ul style="list-style-type: none"> • I had to leave school since 1965 due to financial constraint. • I joined the study circle in 2009 as a participant 	<ul style="list-style-type: none"> • After several trainings from FRC/CARD, now I am a facilitator • Now I speak English, as you hear it • I am the secretary for business group • NGOs gave me several trainings
<u>NGIEBU</u>	<i>CMC Chairman Bobor Steven (M)</i>	<ul style="list-style-type: none"> • I was illiterate 	<ul style="list-style-type: none"> • I can read, write and sign my name • I have been elected CMC chairman
<u>NGIEBU</u>	<i>Participant Hassan Guiva (M)</i>	<ul style="list-style-type: none"> • Before I did not know how to spell my name. 	<ul style="list-style-type: none"> • Now I can read, write and identify the English alphabet
<u>NGIEBU</u>	<i>Participant Hawa Guiva (F)</i>	<ul style="list-style-type: none"> • Before I never exposed myself and I have always been only in Ngiebu • I could never go to school and I was only farming 	<ul style="list-style-type: none"> • Now I can read and write
<u>NGIEBU</u>	<i>Participant Doris Sam (F)</i>		<ul style="list-style-type: none"> • Now I can read and write part of the alphabet and I can identify numbers
<u>Pilot Community</u>	<i>Participant Jalicatu Dabba (F)</i>	<ul style="list-style-type: none"> • I could not read or identify any letters or numbers • I could not do business on my own 	<ul style="list-style-type: none"> • I can identify letters and numbers • I can use a mobile phone • I can do business and calculate profit and loss
<u>SENEHUN</u>	<i>Participant Mariama Fefegula (F)</i>	<ul style="list-style-type: none"> • Before I had no knowledge in literacy or numeracy. • I did not talk Krio 	<ul style="list-style-type: none"> • Now I know 123, ABC how to read and write
<u>SENEHUN</u>	<i>Participant John Rowe (M)</i>	<ul style="list-style-type: none"> • Before I didn't know how to read or write • I was too shy to expose myself • "I was in darkness" 	<ul style="list-style-type: none"> • Now I can spell and write my name. • Now I can help correcting mistakes made by my children at school, and I can check their notebooks and exam results • Now I can do something for myself
<u>SENEHUN</u>	<i>Participant Neneh Fefegula (F)</i>	<ul style="list-style-type: none"> • Before I did not know anything and my children used to cheat me in school fees. 	<ul style="list-style-type: none"> • Now cheating is over because I can challenge them. • I can read and count

		They asked 20 000le even teacher was asking 2000	
<u>SENEHUN</u>	Participant John Kabba (M)	<ul style="list-style-type: none"> Before I could not identify my name 	<ul style="list-style-type: none"> Now I can spell my name
<u>SENEHUN</u>	Participant Margaret Rowe (F)	<ul style="list-style-type: none"> I never went to school I could not identify the Leone currency 	<ul style="list-style-type: none"> Now I know the different currencies and my husband and other people can no longer cheat me
<u>SENEHUN</u>	Participant Nyanda Abu (F)	<ul style="list-style-type: none"> Before I had never been to school, I had no knowledge in literacy or numeracy I did not speak Krio and I was always cheated by my husband 	<ul style="list-style-type: none"> Now I know the numbers and I can read and write My husband cannot cheat me anymore with the money.
<u>SENEHUN</u>	Participant Keni Sam (M)	<ul style="list-style-type: none"> Before I was just a farmer, nothing else I could not read or write 	<ul style="list-style-type: none"> Now I can read my children's report cards and they cannot cheat me anymore on whether they passed or failed. I can dial a number by myself, without asking for help
<u>TIKONKO</u>	Participant Gillo Ndanema (F)	<ul style="list-style-type: none"> Before I was illiterate, I knew nothing I didn't know the ABC 	<ul style="list-style-type: none"> Now I know the alphabet and I can sign with a pen and that has been a great development
<u>TIKONKO</u>	Participant Mamie Mansaray (F)	<ul style="list-style-type: none"> Before I was able to read and write, but not very well 	<ul style="list-style-type: none"> Now I can read and write better Now I know currencies No people can cheat me anymore
<u>TIKONKO</u>	Participant Hawa Yambusu (F)	<ul style="list-style-type: none"> I was not able to read numbers or letters 	<ul style="list-style-type: none"> I can read and write letters and numbers
<u>TIKONKO</u>	Participant Abdul Mansaray (M)	<ul style="list-style-type: none"> I was completely illiterate, I never had respect for education. 	<ul style="list-style-type: none"> Now I can read, write and do basic calculation
<u>TIKONKO</u>	Participant Yeama Momoh (F)	<ul style="list-style-type: none"> I was not fluent in Krio 	<ul style="list-style-type: none"> I know the alphabet I can help my children to study

<u>TIKONKO</u>	Participant KadieJigba (F)	<ul style="list-style-type: none"> Before I had never been to school. 	<ul style="list-style-type: none"> Now can count up to 100 and I know the alphabet. I learnt how to do business. I know how to count the change and I do not need help from anybody. Now I am the chairlady, and I support my family, I pay my children's school fees and I help them at home
<u>YAWAJU</u>	Participant Lahai Kamara (M)	<ul style="list-style-type: none"> I knew nothing. I didn't know how to write my name. 	<ul style="list-style-type: none"> Now I write my name.
<u>YAWAJU</u>	Participant (Jebbeh Sam) (F)	<ul style="list-style-type: none"> Before I did not know to check marks on school books – if it was red, I was happy. 	<ul style="list-style-type: none"> I know how children do today. Now can count, I can go to the market, I know one cup of pepper is 1000 Leones
<u>YAWAJU</u>	Participant (Brima Kande) (M)	<ul style="list-style-type: none"> I did not recognise any letter 	<ul style="list-style-type: none"> First I learnt farming, then other people's names, then supply, count, multiply.
<u>YAWAJU</u>	Participant Asiatu Dabo (F)	<ul style="list-style-type: none"> I never went in school 	<ul style="list-style-type: none"> Now I know how to spell my name.
<u>YAWAJU</u>	Participant Aminata Fullah (F)	<ul style="list-style-type: none"> Before I was illiterate 	<ul style="list-style-type: none"> Now I can count, I know the English alphabet
<u>YENGEMA</u>	Participant Mamie Sillah (F)	<ul style="list-style-type: none"> Before I used to do some business, but not properly 	<ul style="list-style-type: none"> Now I can count
<u>YENGEMA</u>	Participant (Nancy Foday) (F)	<ul style="list-style-type: none"> Never been in school I was not able to speak in public 	<ul style="list-style-type: none"> Now I can use mobile phone proper
<u>YENGEMA</u>	Participant Mamie Sillah (F)	<ul style="list-style-type: none"> Before I had no knowledge 	<ul style="list-style-type: none"> I can spell my name
<u>YENGEMA</u>	CMC chairman	<ul style="list-style-type: none"> Before I didn't know the letters 	<ul style="list-style-type: none"> Now I can read names I can use mobile phone properly

	<i>Baba Sillah (M)</i>		<ul style="list-style-type: none"> I am now CMC chairperson We have bought a sink to roof the community school
<u>YENGEMA</u>	<i>Participant (Aruna Kabba) (M)</i>	<ul style="list-style-type: none"> Before I was illiterate I could not speak Krio 	<ul style="list-style-type: none"> Now I can check my children's books and teach them 123 and ABC
<u>YENGEMA</u>	<i>Participant (Ansumana Karim) (M)</i>	<ul style="list-style-type: none"> Before I was illiterate and used to see the other educated people do better than me 	<ul style="list-style-type: none"> Now I can read and write

BUSINESS SKILLS

Community	Person of Concern	Situation <i>Before</i> Literacy	Situation <i>After</i> Literacy
<u>BONGEYA</u>	<i>Participant Agness Augustin (F)</i>	<ul style="list-style-type: none"> Never been in school, I was just at home. 	<ul style="list-style-type: none"> I can do business, with no one cheating me anymore. Now I have skills in soap making (Africana) through IGA training.
<u>BONGEYA</u>	<i>Participant Mamie Nyande (F)</i>		<ul style="list-style-type: none"> I can do bank transactions in Njala I know what business is
<u>BONGEYA</u>	<i>Participant Paul Sandi (M)</i>	<ul style="list-style-type: none"> Before I had never been to school I was a farmer totally depending on the farm, but I was not getting any results because I had no knowledge in agriculture 	<ul style="list-style-type: none"> Now I have good results from my farming, I can keep record of the crops and sell them as planned, and I keep some seeds for the next planting. I can use the money I get from selling the crops to pay school fees for my children. I can count and I am the money counter in our VSLA group.
<u>BONGEYA</u>	<i>Participant Yeama Abu (F)</i>	<ul style="list-style-type: none"> I was just a housewife 	<ul style="list-style-type: none"> Now I sell local tobacco to assist my husband in supporting the family when and where necessary. Now I can identify money and learning 123 is helping greatly
<u>BONGEYA</u>	<i>Participant (Mariana Fudie) (F)</i>	<ul style="list-style-type: none"> I knew nothing of learning 	<ul style="list-style-type: none"> I can go to Taiama and Bo town alone and do business.

<u>BONGEYA</u>	CMC Chairman Tom Sandi (M)	<ul style="list-style-type: none"> I could nor write or read or count 	<ul style="list-style-type: none"> I know how to ride a motorbike I asked for a loan and received it. I paid it back after some months Now I am able to pay for my children's school fees
<u>BONGEYA</u>	Youth leader Tommy Sipo (M)	<ul style="list-style-type: none"> Before I was a farmer 	<ul style="list-style-type: none"> I have sent my children to school and can now support my children through school
<u>DODO</u>	Participant Margaret Kposowa (F)	<ul style="list-style-type: none"> I never knew doing business 	<ul style="list-style-type: none"> I can take record of business because I can write what I sell and to whom I loan
<u>DODO</u>	Participant Jamiatu Sidie (F)	<ul style="list-style-type: none"> Before I did not know anything, my only business was to go to farm 	<ul style="list-style-type: none"> I can do petty trading
<u>DODO</u>	Participant Isha Kamara (F)	<ul style="list-style-type: none"> I was afraid to start business as I did not know money (for not be cheated) 	<ul style="list-style-type: none"> Now I sell cassava leaves Now I can borrow and pay back money
<u>DODO</u>	Participant Sallay Jimmy (F)	<ul style="list-style-type: none"> I was always at home in the kitchen I wasn't involved in any business, I never sell pepper before 	<ul style="list-style-type: none"> Now I sell pepper, rice and some other petty items I use the money to pay my children's school exam fees like BECE and MPSE
<u>KAMBAWAMA</u>	Participant Naomi Kebbie (F)	<ul style="list-style-type: none"> Before I had never been to school 	<ul style="list-style-type: none"> Now I know how to use money. Now I know where to do the shopping in Bo/Kenema.
<u>KAMBAWAMA</u>	Participant (Hawa Kabbie) (F)	<ul style="list-style-type: none"> Before I had never been to school. 	<ul style="list-style-type: none"> I learnt how to do business. I know now how to count the change and I do not have to ask help from anyone in it. I know how to calculate surplus and loss in business
<u>KAMBAWAMA</u>	Participant Mohamed Sheriff (M)	<ul style="list-style-type: none"> I never went to school 	<ul style="list-style-type: none"> Now I can count, recognise different currencies I can use a scale to properly measure the products I sell and keep record I can calculate profit against loss
<u>KENEMA</u>	Participant Jeneba Smith	<ul style="list-style-type: none"> Before I never attended school, I was kept at home 	<ul style="list-style-type: none"> Now I can make petty business and support my grandchildren in school Learning made me to do petty business

	(F)	<ul style="list-style-type: none"> In 2009 I was enrolled as a participant in the circle 	
<u>KENEMA</u>	Participant Amie Bindi (F)	<ul style="list-style-type: none"> Before I could not multiply 500 Leones for 2000 Leones I did not know the difference between Leones and Pounds, I did know what is 100.000 Leones 	<ul style="list-style-type: none"> Now I know the difference between Pounds and Leones
<u>KENEMA</u>	Participant (Joseph Mbawah)) (M)	<ul style="list-style-type: none"> I did not know how to do business 	<ul style="list-style-type: none"> I identify currency and I can count money I can now check how much I put money in farming and what I get from it.
<u>KIGBAI</u>	Participant (Kadiatu Jigba) (F)	<ul style="list-style-type: none"> I used to do business somehow but the money just died from me 	<ul style="list-style-type: none"> Now I can do business on my own. I can write names of the people I have given the items. (weekly based selling) I can write the names of the people and the items
<u>KIGBAI</u>	Participant Samai Fodie (M)	<ul style="list-style-type: none"> I did not know the local currency 	<ul style="list-style-type: none"> Now nobody can cheat me anymore, even with the local currency
<u>KONIA</u>	Participant Mohamed Lebbie (M)	<ul style="list-style-type: none"> Before I was illiterate Before I had never been to Freetown because I couldn't speak Krio 	<ul style="list-style-type: none"> Now I can write my name, and count up to one million Now I can calculate the exact change for business I can easily go to Freetown because I speak Krio (he had just arrived from Freetown)
<u>KONIA</u>	Participant Matu Moriba (F)	<ul style="list-style-type: none"> I was illiterate, I could not recognize 123, ABC 	<ul style="list-style-type: none"> I can make soap and I can do business
<u>KPETEMA</u>	Participant Fatmata James (F)	<ul style="list-style-type: none"> I could not read or write, I did not know the numbers 	<ul style="list-style-type: none"> Now I sell tobacco, and I can tell if something is missing from my sales, but I could not before
<u>KPETEMA</u>	Participant (Mariama Nabieu) (F)	<ul style="list-style-type: none"> I was not able to make business 	<ul style="list-style-type: none"> Now I do some petty business

<u>KPETEMA</u>	<i>Participant Musu Ali (F)</i>	<ul style="list-style-type: none"> • Before I never went to school • I did not know how to make business 	<ul style="list-style-type: none"> • Now I buy school uniforms for my children and all my children are in school • My business is cigarettes and groundnuts, and is going somehow better
<u>KPETEMA</u>	<i>CMC Chairlady Hawa Gaiinda (F)</i>	<ul style="list-style-type: none"> • Business before wasn't successful 	<ul style="list-style-type: none"> • Now I know how to manage business; I have learnt to put the consumption down and to count all expenses, even the water that I drink when I go the town for business • Now there is enough money to sustain the family
<u>KPETEMA</u>	<i>Facilitator and former participant Muctaru Gbao (M)</i>	<ul style="list-style-type: none"> • I did not know how to do business 	<ul style="list-style-type: none"> • Now I know how to start a business and to calculate profit, to keep record of items and the expenses: you have to avoid extra expenses when you start a business
<u>KPETEMA</u>	<i>Participant Fatmata Lahai (F)</i>	<ul style="list-style-type: none"> • Before I was doing business, but not making profit 	<ul style="list-style-type: none"> • I was taught to do business with profit, I buy cassava from farms, I pack it and sell it in Bo town
<u>NGIEBU</u>	<i>Participant Mohammed Guiva section speaker (M)</i>	<ul style="list-style-type: none"> • before I had no business skills and no proper knowledge in agriculture 	<ul style="list-style-type: none"> • Now I have knowledge in banking • Now I'm able to bank money, I have a bank account
<u>NGIEBU</u>	<i>Participant Doris Sam (F)</i>	<ul style="list-style-type: none"> • Before I was too shy, I would have run away from pumui (a white man/woman visits the county), I was only in Ngiebu • I didn't do any business before and I did not know currencies 	<ul style="list-style-type: none"> • Now I do business, I sell and buy rice and palm oil, as I know now currencies. This has changed my life. • I started doing business using a share fund and the sustainability fund • I received training and now I have business skills • I know the difference between profit and loss • Now I am the treasurer of sustainability and business fund • I can help my children using the business profit: I can pay the schools fees and not be in debt to anyone
<u>NGIEBU</u>	<i>Participant Hawa Guiva (F)</i>	<ul style="list-style-type: none"> • I was very poor and I only got money through making debts • I had to beg people to work for me for free 	<ul style="list-style-type: none"> • I have knowledge through agriculture and business skills training • Now I can pay the people that work for me • Now I can take care of my affairs and the children's school

<u>Pilot Community</u>	<i>Participant Ibrahim Alie (M)</i>	<ul style="list-style-type: none"> • I never went to school • My grandchildren were laughing at me 	<ul style="list-style-type: none"> • Now I have the confidence to board my farm products to Bo city and transact well with customers, with confidence and no loss • I can send all my children to school
<u>Pilot Community</u>	<i>Participant Jalicatu Dabba (F)</i>	<ul style="list-style-type: none"> • I could not do business on my own 	<ul style="list-style-type: none"> • I can do business and calculate profit and loss • I can support my family and pay for my children's school fees • I provide credit facility for my community through my business and to some extents credit individuals
<u>SENEHUN</u>	<i>Participant Murana Fefegula (M)</i>	<ul style="list-style-type: none"> • Before I had no knowledge in literacy or numeracy. 	<ul style="list-style-type: none"> • I use numeracy in my business and I can identify profit and loss. • I buy cigarettes in market and make 5000 Leones profit to use for child issues • ABC I use to identify my name and I count to 200
<u>SENEHUN</u>	<i>Participant Keni Sam (M)</i>	<ul style="list-style-type: none"> • Before I was just a farmer, nothing else • I had no knowledge in business 	<ul style="list-style-type: none"> • No one will ever cheat me on business again because I can count • I know how many cups are in the sack that I sell and no one can cheat me anymore.
<u>SENEHUN</u>	<i>Participant John Kabba (M)</i>	<ul style="list-style-type: none"> • Before I did not know the difference between the Leone currencies 	<ul style="list-style-type: none"> • Now I can identify the different currencies
<u>TIKONKO</u>	<i>Participant Abdul Mansaray (M)</i>	<ul style="list-style-type: none"> • I was a miner 	<ul style="list-style-type: none"> • Now I see agriculture as a business. • I can take care of my family and pay my children's school fees • I have many customers and I can contact them using the mobile phone
<u>TIKONKO</u>	<i>Participant KadieJigba (F)</i>	<ul style="list-style-type: none"> • I was just a housewife without contributing meaningfully 	<ul style="list-style-type: none"> • I am able to make soap and other petty items • Can calculate my expenditure
<u>TIKONKO</u>	<i>Participant Jeneba Koroma</i>	<ul style="list-style-type: none"> • Before I could not transact properly during business and I was always cheated 	<ul style="list-style-type: none"> • Now I can calculate change and profit and loss.

	(F)		
<u>YAWAJU</u>	Participant Aminata Fallah (F)	<ul style="list-style-type: none"> Before I was illiterate 	<ul style="list-style-type: none"> Now I can do business well. Now I know how much change to give. I can recognise my name. I learnt how to do business.
<u>YAWAJU</u>	Participant Asiatu Dabo (F)	<ul style="list-style-type: none"> I never went in school 	<ul style="list-style-type: none"> I got microcredit to sustain our life.
<u>YENGEMA</u>	Participant Mamie Sillah (F)	<ul style="list-style-type: none"> Before I used to do some business, but not properly 	<ul style="list-style-type: none"> Now I go to the market and do shopping I can count exact change Now I can recognize money notes
<u>S</u> <u>YENGEMA</u>	Participant (Nancy Foday) (F)	<ul style="list-style-type: none"> Never been in school I was not able to speak in public 	<ul style="list-style-type: none"> I can check the income against the expenses I have learnt soap making, and now I can measure water and other items to make it. I use numeracy in my business and now I sell soap I use the profit to pay my children's schools fees

AGRICULTURE

Community	Person of Concern	Situation <i>Before</i> Literacy	Situation <i>After</i> Literacy
<u>DODO</u>	Participant Foday Fofana (M)	<ul style="list-style-type: none"> I had no knowledge of good agricultural practices, I just cultivated Before I associated a poor harvest with witches 	<ul style="list-style-type: none"> Now I can cultivate land, I know when to plant the seeds and when to harvest I know now how to protect my crops from pests and insects
<u>DODO</u>	Chairlady Kadiatu Stevens (F)	<ul style="list-style-type: none"> I was only engaged in farming I didn't attend meeting before 	<ul style="list-style-type: none"> I have realized that backyard gardening brings me faster money than large farm where I spend huge sum of money and energy, and until after the year ends before one realise any proceed provided if the harvest is good or if the pests destroy crops. Now I cultivate lettuce, corn and greens in my backyard, and they give me fast money to pay for my children's school fees and emergency use. From learning circle we started group farming

<u>BONGEYA</u>	Participant Paul Sandi (M)	<ul style="list-style-type: none"> I was a farmer totally depending on the farm, but I was not getting any results because I had no knowledge in agriculture 	<ul style="list-style-type: none"> Now I know the right time for planting each crop, while before I used to do it too late. I can use the money I get from selling the crops to pay school fees for my children.
<u>KENEMA</u>	Participant Forbie Harding (M)		<ul style="list-style-type: none"> Now I can better manage my crop: one part for seeding, one part for sale, to pay my children's school fees, and one part for consumption. "I do not have to find seed rice from other places around anymore"
<u>KENEMA</u>	Participant (Joseph Mbawah) (M)		<ul style="list-style-type: none"> I can follow proper agricultural practices: I can divide my crops in portions for me, for sale, for next seeding.
<u>KIGBAI</u>	Participant (Peter Sefoi) (M)	<ul style="list-style-type: none"> We were not used to do our agriculture in time 	<ul style="list-style-type: none"> They talked how to make farming. I learnt that farming has a calendar. Now I know when to plant the seeds and harvest and yield has increased
<u>KPETEMA</u>	Facilitator and former participant Muctaru Gbao (M)	<ul style="list-style-type: none"> Before I knew nothing, I never went to school 	<ul style="list-style-type: none"> I know rear animals, when to plant the seeds and when to harvest
<u>NGIEBU</u>	Participant Hawa Guiva (F)	<ul style="list-style-type: none"> before I used all harvest money 	<ul style="list-style-type: none"> I have knowledge through agriculture and business skills training: I know the time to plant the seeds and to harvest; I use part of the harvest for me, part for selling, some for schooling and I save some for seed
<u>NGIEBU</u>	Participant Mohammed Guiva section speaker (M)	<ul style="list-style-type: none"> before I had no business skills and no proper knowledge in agriculture 	<ul style="list-style-type: none"> Now I know the farming calendar for each crop
<u>SENEHUN</u>	Participant Keni Sam (M)	<ul style="list-style-type: none"> Before I was just a farmer, nothing else I had no knowledge in agriculture 	<ul style="list-style-type: none"> I know new farming techniques: I know the time to plant the seeds, to harvest

<u>TIKONKO</u>	Participant Abdul Mansaray (M)	<ul style="list-style-type: none"> I was a miner 	<ul style="list-style-type: none"> After going through the literacy training I learnt agriculture and backyard gardening and I saw that it gives me more money than mining. Now I see agriculture as a business.
<u>TIKONKO</u>	Participant Hawa Yambusu (F)	<ul style="list-style-type: none"> I had poor knowledge of agriculture I was always in the kitchen 	<ul style="list-style-type: none"> I know when and how to plant some vegetables I know how to make nursery beds for Nerica rice
<u>YAWAJU</u>	Participant Lahai Kamara (M)	<ul style="list-style-type: none"> I knew nothing. 	<ul style="list-style-type: none"> Now I do semi-commercial farming. I share crops for 3 – school fees, eating, saving.
<u>YAWAJU</u>	Participant (Brima Kande) (M)		<ul style="list-style-type: none"> I learnt brushing, harvesting and dividing harvest for 3.

ANIMAL REARING

Community	Person of Concern	Situation <i>Before</i> Literacy	Situation <i>After</i> Literacy
<u>YAWAJU</u>	Participant John Kallon (M)	<ul style="list-style-type: none"> Before I was in a bush farming 	<ul style="list-style-type: none"> I learnt animal rearing, how to take care of animals – goat and sheep. Now I know if a lamb's mother died, I soap wash the lambs so that a new mother will accept them. Now I can count my animals when animals have multiplied. Now I put goats to pen (fence).

SELF-CONFIDENCE

Community	Person of Concern	Situation <i>Before</i> Literacy	Situation <i>After</i> Literacy
<u>BONGEYA</u>	CMC Chairman Tommy Sandi (M)	<ul style="list-style-type: none"> I never went to school, I didn't know how to read or write Before I was a farmer 	<ul style="list-style-type: none"> Now I expose myself, I am familiar with many people in different places I was elected chairman and I went to many CMC and other trainings. There I got an idea to learn to drive motorbike. Now because of learning I am bold and I dared to ask for a loan to buy a bike. Now I drive it as taxi

<u>BONGEYA</u>	Youth leader Tommy Sipo (M)	<ul style="list-style-type: none"> I was shy amongst others and afraid to talk in public Before I was a farmer 	<ul style="list-style-type: none"> Now I go to represent my community as youth leader I can speak in public I brought unity in the community and I have mobilized the youth, now we work as a group
<u>BONGEYA</u>	Participant (Mariana Fudie) (F)	<ul style="list-style-type: none"> I was too shy to expose myself 	<ul style="list-style-type: none"> I feel confident to expose myself.
<u>BONGEYA</u>	Participant Musu Gojo (F)	<ul style="list-style-type: none"> Before I was a housewife and didn't learn anything 	<ul style="list-style-type: none"> I can safely travel to Freetown. Now I feel civilized
<u>BONGEYA</u>	Participant Agness Augustin (F)	<ul style="list-style-type: none"> Never been in school, I was just at home. 	<ul style="list-style-type: none"> Now I can write and read the English alphabet. I can speak in public.
<u>DODO</u>	Participant Jamiatu Sidie (F)		<ul style="list-style-type: none"> Now I speak in public as a woman
<u>DODO</u>	Chairlady Kadiatu Steven (F)	<ul style="list-style-type: none"> I was illiterate 	<ul style="list-style-type: none"> Now I mingle with men and women and I do not fear pumui (white persons)
<u>DODO</u>	Participant Sallay Jimmy (F)	<ul style="list-style-type: none"> I was too shy to attend community meetings I was always at home in the kitchen 	<ul style="list-style-type: none"> Now I can participate meaningfully in community meetings
<u>DODO</u>	Participant Isha Kamara (F)	<ul style="list-style-type: none"> Before I was naïve because I was never exposed to my rights 	<ul style="list-style-type: none"> Now my husband consults me for any decision at home I can share my view now Now we all work together
<u>DODO</u>	Participant Memuna Fofana (F)	<ul style="list-style-type: none"> I was scared of my husband even when he did wrong 	<ul style="list-style-type: none"> Now I can tell my husband when something is wrong Nobody can trespass on me
<u>KAMBAWAMA</u>	Participant Momoh Sombie (M)	<ul style="list-style-type: none"> Before I had never been sent to school 	<ul style="list-style-type: none"> Now I can spell the names. I can stand before over 100 people because I have the confidence to speak in public.

<u>KIGBAI</u>	Participant Samai Fodie (M)	<ul style="list-style-type: none"> I used to always sit behind in meetings 	<ul style="list-style-type: none"> I have asked to sit in local court
<u>KIGBAI</u>	Participant (Jeneba Kamara) (F)	<ul style="list-style-type: none"> Before I was always in the kitchen 	<ul style="list-style-type: none"> Adult literacy has enlightened me that in every gathering I should sit there with men
<u>KONIA</u>	Participant Susan Karimu (F)	<ul style="list-style-type: none"> “before my eyes were dark” 	<ul style="list-style-type: none"> Now my eyes are open, I can speak in public and sign my name in the attendance list I am representing others in the meetings (facilitators let us practice presentations)
<u>KONIA</u>	Chairlady Adama Bawoh (F)	<ul style="list-style-type: none"> Before I was in darkness and I was shy 	<ul style="list-style-type: none"> Now I can represent my community Now I have been elected chairlady
<u>KPETEMA</u>	CMC Chairlady Hawa Gainda (F)	<ul style="list-style-type: none"> Before I never went to school I had never done something good 	<ul style="list-style-type: none"> I can learn and be good for the community I am not afraid to speak in public I can teach my children not to be shy
<u>KPETEMA</u>	Participant Fatmata James (F)	<ul style="list-style-type: none"> Before I was shy I never went to school I could not read or write, I did not know the numbers 	<ul style="list-style-type: none"> I can speak in front of people I can advise my children well <p>Note: she had to interrupt learning due to health conditions</p>
<u>KPETEMA</u>	Participant Musu Ali (F)	<ul style="list-style-type: none"> I was shy and fearful 	<ul style="list-style-type: none"> Now I speak in public without shy.
<u>SENEHUN</u>	Participant Marana Fefegula (F)		<ul style="list-style-type: none"> First it brought problems with my husband, but now we can solve issues together
<u>TIKONKO</u>	Participant Gillo Mdanema (F)	<ul style="list-style-type: none"> Before I was illiterate, I knew nothing I didn't know the ABC 	<ul style="list-style-type: none"> I don't feel shy anymore
<u>TIKONKO</u>	Participant Hawa Yambusu (F)	<ul style="list-style-type: none"> I was afraid of speaking or talking in a public space 	<ul style="list-style-type: none"> After literacy I'm now proud to attend meeting and make valid contributions without shy

<u>TIKONKO</u>	Participant Yeama CMC (F)	<ul style="list-style-type: none"> Before I was too shy and I never exposed myself 	<ul style="list-style-type: none"> Now I can talk to people I can address the issues
<u>TIKONKO</u>	Participant Kadie Jigba (F)	<ul style="list-style-type: none"> I was just a housewife without contributing meaningfully 	<ul style="list-style-type: none"> I can call people together and organise a group work I am not shy anymore
<u>TIKONKO</u>	Participant Jeneba Koroma (F)	<ul style="list-style-type: none"> I was shy 	<ul style="list-style-type: none"> Now I talk without fear
<u>YAWAJU</u>	Participant (Jebbeh Sam) (F)	<ul style="list-style-type: none"> Before I was shy 	<ul style="list-style-type: none"> Now I speak in public.
<u>YENGEMA</u>	Participant Mamie Sillah (F)		<ul style="list-style-type: none"> Now I am respected by my husband because I can support him and pay for the children's school
<u>YENGEMA</u>	CMC chairman Baba Sillah (M)	<ul style="list-style-type: none"> Before I could not speak in public 	<ul style="list-style-type: none"> I can speak in crowd
<u>YENGEMA</u>	NOT Participant (Hawa Lebbie) (F)	<ul style="list-style-type: none"> Before it was always said that women have to stay behind 	<ul style="list-style-type: none"> Now I see that women are moving together with men; therefore, I am now enrolling

SANITATION

Community	Person of Concern	Situation <i>Before</i> Literacy	Situation <i>After</i> Literacy
<u>BONGEYA</u>	Participant Musu Gojo (F)	<ul style="list-style-type: none"> I had no knowledge in sanitation and I used the bushes as toilet Malaria was always there Before I was a housewife and didn't learn anything 	<ul style="list-style-type: none"> Now I can take care of my home, I clean my compound. We were taught to cleaning. Now mosquitos are less as the grass is not high and we can also see a snake from a far. I built and know how use the local latrine

<u>BONGEYA</u>	Participant Yeama Abu (F)	<ul style="list-style-type: none"> I had no knowledge in proper sanitation 	<ul style="list-style-type: none"> Now my compound is clean at any time, I use a plate racks, garbage fence and clothes lines Now I know how to prevent and take care of cholera, diarrhoea and malaria
<u>BONGEYA</u>	Participant (Mariana Fudie) (F)	<ul style="list-style-type: none"> I knew nothing of sanitation 	<ul style="list-style-type: none"> Now I take care of my drinking water by covering it, I clean my compound and use cloth lines. I clean every morning
<u>BONGEYA</u>	CMC Chairlady Mamie Koroma (F)	<ul style="list-style-type: none"> I was completely illiterate 	<ul style="list-style-type: none"> I have good knowledge of sanitation: I have a plate rack, garbage fence and cloth line
<u>DODO</u>	Participant Margaret Kposowa (F)	<ul style="list-style-type: none"> I was not able to take care of my child I did not know how to do family planning I did not take part to community activities 	<ul style="list-style-type: none"> I can teach to children also about sanitation, HIV/AIDS, teenage pregnancy I can do family planning I take my child to the hospital instead of native herbalist
<u>DODO</u>	Participant Jamiatu Sidie (F)	<ul style="list-style-type: none"> "Before I only produced child", my first responsibility was to give birth to as many children as one can Before I did not know anything 	<ul style="list-style-type: none"> Now I know how to space children, and do family planning I can take my children to the hospital and talk to native herbalist
<u>DODO</u>	Participant Kema Senesie (F)	<ul style="list-style-type: none"> Before I was not exposed to hygiene practices 	<ul style="list-style-type: none"> Now I know how to take care of myself, of my children and my home I know how to clean properly
<u>DODO</u>	Participant Memuna Fofana (F)	<ul style="list-style-type: none"> I was not exposed to hygiene practices 	<ul style="list-style-type: none"> Now I have learnt a lot about sanitation and hygiene
<u>KENEMA</u>	Participant Forbie Harding (M)	<ul style="list-style-type: none"> I did not use latrine, I took it like nothing 	<ul style="list-style-type: none"> Now I know that using the bushes as toilet is not hygienic and I might get sick, now I use the latrine and wash my hands after it
<u>KIGBAI</u>	Participant, imam Muhammed Kallon (M)	<ul style="list-style-type: none"> I used to drink from the stream and use the bushes as toilet 	<ul style="list-style-type: none"> I know more about sanitation: I know that pump water is cleaner and I started using the local toilet

<u>KIGBAI</u>	Participant (Isatu Macavoray) (F)	<ul style="list-style-type: none"> Before I was pregnant again before end of the year 	<ul style="list-style-type: none"> Adult literacy brought me the idea of family planning. Now I can give space for children
<u>KIGBAI</u>	Participant (Fatamata Allieu) (F)	<ul style="list-style-type: none"> Before I was ignorant of HIV/AIDS 	<ul style="list-style-type: none"> Now I know that HIV/AIDS exist and how to prevent it
<u>KPETEMA</u>	Participant Fatmata James (F)	<ul style="list-style-type: none"> I never went to school 	<ul style="list-style-type: none"> I have vast knowledge in sanitation: I have plate racks to put my plate on, a garbage fence to throw rubbish and a cloth line to hang my clothes
<u>KPETEMA</u>	CMC Chairlady Hawa Gaiinda (F)	<ul style="list-style-type: none"> Before I never went to school 	<ul style="list-style-type: none"> I can teach my children not to be shy and to use condoms
<u>KPETEMA</u>	Facilitator and former participant Muctaru Gbao (M)	<ul style="list-style-type: none"> Before I knew nothing, I never went to school 	<ul style="list-style-type: none"> I know how to take care of my girl children because I have learnt about HIV/AIDS, early marriage and teenage pregnancy
<u>NGIEBU</u>	Participant Hassan Guiva (M)	<ul style="list-style-type: none"> And no knowledge in sanitation 	<ul style="list-style-type: none"> Now I know cleanness and hygiene I we use of clothe lines and community sanitation through community cleaning Even the road is brushed now, and always maintained
<u>SENEHUN</u>	Participant John Kabba (M)	<ul style="list-style-type: none"> I used bushes as toilet 	<ul style="list-style-type: none"> Now all the houses have toilet (local)
<u>SENEHUN</u>	Participant Sheku Fefegula	<ul style="list-style-type: none"> Before I had no knowledge of proper sanitation I used bushes and the river as toilet 	<ul style="list-style-type: none"> Now I know about sanitation I use the local toilets instead of bushes I drink from the pump
<u>YAWAJU</u>	Participant (Brima Kandeh) (M)		<ul style="list-style-type: none"> Now I clean the compound to prevent cholera, diarrhoea.
<u>YAWAJU</u>	Participant Asiatu Dabo	<ul style="list-style-type: none"> I never went in school 	<ul style="list-style-type: none"> Now I take care of baby – I know ABC and 123.

	(F)		<ul style="list-style-type: none"> When child get sick, I know how to take care so I take to clinic.
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CONFLICT MANAGEMENT

Community	Person of Concern	Situation <i>Before</i> Literacy	Situation <i>After</i> Literacy
<u>KENEMA</u>	<i>Participant Abu Mosema (M)</i>	<ul style="list-style-type: none"> I'm a husband with 2 wives and 7 children, I was always fighting and I was rough with the wives 	<ul style="list-style-type: none"> Now I am able to manage the fighting at home and manage the family. For example, now I know that when two people fight I have to listen to both parts before deciding who is wrong and who is right. I used to be hot tempered, but I was taught it is not fine
<u>KPETEMA</u>	<i>Facilitator and former participant Muctaru Gbao (M)</i>	<ul style="list-style-type: none"> Before I knew nothing, I never went to school 	<ul style="list-style-type: none"> I know that beating my wife is a crime
<u>YAWAJU</u>	<i>Participant Lahai Kamara (M)</i>	<ul style="list-style-type: none"> I knew nothing. 	<ul style="list-style-type: none"> Learn how to manage conflicts and resolve them together. First both wives explain what is the issue and hear it, then I make my decision
<u>YENGEMA</u>	<i>Participant (Aruna Kabba) (M)</i>	<ul style="list-style-type: none"> I was always fighting with people, I had a hot temper 	<ul style="list-style-type: none"> Now I stopped wife beating

UNITY

Community	Person of Concern	Situation <i>Before</i> Literacy	Situation <i>After</i> Literacy
<u>NGIEBU</u>	<i>Participant Mohammed Guiva section speaker (M)</i>	<ul style="list-style-type: none"> before there wasn't unity in my community before I did not know what development the road can bring before there was no unity 	<ul style="list-style-type: none"> Now my community made road and court barri construction: and now we have hand pumps because the materials could reach the community with the new road – white people now can enter the community Many development organisations are now visiting our community: now we know what development can come with reading

<u>NGIEBU</u>	<i>Participant Bobor Bundu (Not CMC)</i>	<ul style="list-style-type: none"> • Before I had no proper knowledge in sanitation and what issues promote development • Before we only sit and eat but now we utilize the money 	<ul style="list-style-type: none"> • we decided to try to open the way – so we did the road to the community. Road has brought cars to the community • now we get money from business and sustainability fund, and group work • now we do group farming, and harvest money we used to the sink of the town barry that we constructed, and part we put to bank.
<u>SENEHUN</u>	<i>Participant Sheku Fefegula</i>		<ul style="list-style-type: none"> • Now there is unity in the community

RIGHTS

Community	Person of Concern	Situation <i>Before</i> Literacy	Situation <i>After</i> Literacy
<u>KIGBAI</u>	<i>Participant (Fatmata Allieu) (F)</i>	<ul style="list-style-type: none"> • I did not know my rights and I was pulled by men • It was always said that women have no right to land 	<ul style="list-style-type: none"> • I know my rights and my children's rights, and I know that we get property • Now I can discuss about matters with my man, especially when it is about children
<u>DODO</u>	<i>Participant Memuna Fofana (F)</i>		<ul style="list-style-type: none"> • They taught us my rights and duties: for example, I have to pay taxes, and the government has to make good roads and providing safe drinking water in return
<u>DODO</u>	<i>Participant Sallay Jimmy (F)</i>	<ul style="list-style-type: none"> • I did not know my right on my properties, and people just farmed in my land 	<ul style="list-style-type: none"> • I know my ownership rights. • Now I know my rights and obligations: I know that I own this bush land and I can give it to people for farming and ask rent
<u>DODO</u>	<i>Participant Isha Kamara (F)</i>	<ul style="list-style-type: none"> • Before I was naïve because I was never exposed to my rights 	<ul style="list-style-type: none"> • Now I know if my husband does wrong where to report
<u>TIKONKO</u>	<i>Participant KadieJigba (F)</i>	<ul style="list-style-type: none"> • I did not know my rights, and people used to take advantage of me 	<ul style="list-style-type: none"> • Now I know my rights and I am able to defend myself, and I know where to report any violation

Annex 4: Individual Success Stories

ADAMA BAWOH – KONIA

Age: 34

“I am 34 years old. I am married with 5 children (2 male and 3 females). I am the head of the women in this Konia community. I have been in the literacy class only three years. Before I enrolled I was totally in darkness because I didn’t know how to read and write or even speak in public. Through adult literacy, I am now enlightened to boldly speak in public and transact business well. My regular participation in meetings in and outside Konia was the main reason for my appointment for the chairperson position among my women folks. I have a great determination to study more so that I will be able to record the names of my subjects and other information. Literacy is powerful”.



TOM SANDY – BONGEYA

Occupation: Okada Rider (motorbike taxi)

Age: 25

“Before the coming CARD/FRC Adult Literacy, I was unable to read, write and do basic calculation. I was only farming. So, when this learning came, I registered and started to attend. Now I can read, write, sign and do basic calculation which is now helping me greatly. Also because of my life experience and interest for the learning, I was appointed by the learners to serve as chairman for the circle. I still hold that position.

In my capacity as chairman, I have attended series of FRC/CARD trainings including CMC member, Agriculture and Business trainings. After these trainings, I learnt to value Okada riding business and registered to learn how to ride motorbike. My friend informed me that

there is a businessman in Mano who loans Okada for seven months. Because I am now more aware and bold, I went and asked for the loan and got it.

After 8 months ride, I was able to complete the payment. Now I am a proud owner of the bike and presently riding it for myself. I am now using the proceeds to pay my children's school fees and take care of my family.



I thank FRC and the Finnish government for this great job as I am now self-reliant.

KADIE JIGBA – TIKONKO

Occupation: Farmer

Age: 38

Before the adult literacy I was just an ordinary housewife without contributing meaningfully to community development. Before I was not able to calculate my expenditure in farming. Before I had nowhere to complain even if my right was violated.

After going through the adult literacy training I am now able to make soap and other petty trading. I can now call people together and organise a voluntary group work as a way of contributing to development of the community.



We were also taught how to calculate any expenditure of doing business or any other activity that involves money, and I can now write down all what goes out and what comes in.

I now know the organisations responsible for defending women - so I now on will not allow even my husband to violate my rights. I can now speak outright without being shy.

I am now holding a position in this community as a chairlady of the whole group.

Proceeds I receive from my business activities are used to keep up my family and pay my children's school fees. I also help my children to study at home.

MAMIE KOROMA - BONGEYA

Occupation: Farmer and Petty trader

Age: 32

Before joining the Functional Adult Literacy (FAL) circle, I was completely illiterate and not ever exposed, shy to speak in public.

After going through the circle for 3 years and doing series of trainings in agriculture and business skills, I can now read, identify and write the English alphabet from A – Z, 1 – 50 and



do simple calculation. Now I can use a mobile phone.

Now I always measure rice to know how many cups are in one bag before selling, so from there I will know how to sell by cup. I am aware that when I go to Bo, to buy some items for selling, I have to include transport cost before pricing.

I am now the chairlady and always represent my community anywhere. I have also been trained by Fambul Tok* in Moyamba. I now have vast knowledge in sanitation, my compound has plate rack, sabage fence and cloth line where I hang my cloths.

*Fambul Tok, Krio for Family Talk, community reconciliation

approach. <http://www.fambultok.org/>

MARGARET KPOSOWA – DODO

Occupation: Farmer, Community Health Worker

Age: 24

Before the Adult Literacy, I was no able to take care of my children well, when they get sick, I took them to the native herbalist as I was scared of going to clinic and thought that the

marklate (*marklate; vaccination*) makes children get sick. I was blind to development before, I hardly took part in the voluntary community work. I was not able also to space my children (Family Planning).

After going through the adult literacy training, I am now able to read, write my name, read simple sentences and teach my children.

I have been able to take my child to the hospital which was not happening before. Through adult literacy I was appointed as Community Health Worker (CHW). I hardly go to native herbalist for medication again. Now I take part in voluntary community development programmes. We were taught how to take care of our children and to space them for good caring. Now if I want to give birth to another child I shall have to wait two years.

I was also chosen by Restless Development as a community volunteer to teach children about sanitation, HIV and AIDS, early marriage and teenage pregnancy.

I want to believe it is because of the knowledge acquired from the adult literacy that now I'm able to perform all the aforementioned activities.



MUSTAPHA BINDI - YENGEMA

Occupation: Farmer, Facilitator and Teacher

Age: 42

I am 42 years old. I have three wives with 13 children. I acquired them from my late elder brother. I am one of the first facilitators that started the literacy work in 2008. Before this time, I was just an ordinary farmer. I was not even a teacher. In this condition, I was not exposed or even recognised by my community people. After benefiting from series of REFLECT Trainings, I started realising my worth. I became exposed beyond my community and became familiar with lots of people. The REFLECT facilitation skills have helped me to manage my home and the community groups well. I now have the skills to mobilize more youths into

action. My farming activities have improved more as a result of the training I received. The community school we have now was an initiative of the literacy project. I am presently a teacher in this school assigned to class 5. The REFLECT Skills have helped me greatly to manage the children well during learning sessions.

MOHAMED SHERIFF – KAMBAWAMA

Occupation: Businessman

Age: 25

I am 25 years of age. I am married with one wife and two children. I am a businessman, I buy and sell produce. I lacked the skills previously to weigh and record the weights of cocoa produce. I had difficulties in differentiating the currencies i.e. 10,000 Leones, 5,000 Leones etc. When I admitted into the literacy class five years ago, I learnt many things which I did not know before. At the moment, through the numeracy skills, I can now recognise well all the different currencies. I can count and record any amount of money I collect for the day. Most importantly I can weigh the produce on a scale and equally record the appropriate weight. I independently calculate my profit as against what I spent.



My deepest desire is to enrol into the formal school. I have hired a teacher to support me at home this year so that I can attempt the NPSE (*NPSE National Primary School Examination*) next year. I want to enter the secondary school and learn more beneficial things and become popular and more exposed.

MORIE S.B. KARIM – WONDEH KAMBAWAMA

Occupation: Town Chief of Wondeh Kambawama

The REFLECT project learning was a good activity that was introduced in my community. The literacy group contributed to the sanitation, group work, women's empowerment and also help to increase the awareness in my community. Participants generally are willing to settle dispute among themselves which is one the major change in my community.

It has helped in the improvement of our girl child education and the women are now in place to check their children's note book.

The Ebola is one of the main issues that put a stop to the activity. Before that the literacy groups were active and functioning. Now we have started again as it is very much necessary to continue the literacy as it will help to make my community very cooperative.



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www.refugeecouncil.fi

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