

**Terms of Reference for Final Evaluation of  
TLFC Project  
Sierra Leone and Liberia**

## TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
1. PROJECT TO BE EVALUATED.....	3
2. BACKGROUND.....	3
3. PURPOSE OF THE FINAL EVALUATION .....	4
3.1 The specific actions of this assignment are to:.....	5
3.2 Why the evaluation needs to be done. ....	7
3.3 How the evaluation results will be used, by whom and when? .....	7
3.4 Scope of Evaluation: .....	7
4. METHODOLOGY .....	8
4.1 Evaluation Methodology .....	8
4.2 Data Collection Approach.....	8
4.3 Data Analysis and Triangulation .....	9
4.4 Use of Existing Project Evidence.....	9
4.5 Ethics, Participation and Inclusion.....	9
4.6 Outputs and Validation.....	9
5. KEY ACTIVITIES AND DELIVERABLES.....	10
5.1 Inception Report.....	10
5.2 Final Report .....	11
6. REPORTING AND PAYMENTS .....	11
6.1 Reporting Structure .....	11
6.2 Payments .....	11
7. ANNEXES TO THE FINAL REPORT .....	11
8. PROFILE OF THE EVALUATION TEAM .....	12
9. SUBMISSION AND EVALUATION OF PROPOSALS.....	12
10. Annex .....	14
10.1 Teaching and Learning in Fragile Contexts Logic Model.....	14

## 1. PROJECT TO BE EVALUATED

Project name	Teaching and Learning in Fragile Contexts (TLFC)
Organization	CODE
Donor	GAC
Project Start Date	March 23, 2022
Project End Date	October 31, 2026
Project location	Liberia and Sierra Leone
Project budget	CDN \$6,296,553
Ultimate outcome	Improved learning outcomes through inclusive, quality, safe and gender-responsive education across primary levels for girls and boys in Liberia and Sierra Leone.
Implementation Partner	The Association of Language and Literacy Educators-Reading Sierra Leone (TALLE-RSL) WE-CARE Foundation Inc
Work requested	Final evaluation
Timeline	January 9 <sup>th</sup> – May 30 <sup>th</sup> , 2025
Report deadline	May 30 <sup>th</sup> , 2024
Evaluation Budget	CDN \$55,000 to \$65,000

## 2. BACKGROUND

### CODE

CODE is a Canadian International Non-governmental Organization uniquely focused on advancing literacy and education in developing contexts. CODE has more than 60 years of experience working with partners and implementing programming designed to support literacy. CODE works with local NGO partners, government partners including Global Affairs Canada as well as government partners in the countries where programs are implemented, and with individual researchers across Africa.

### TLFC

The Teaching and Learning in Fragile Contexts (TLFC) Project is a multi-country initiative that employs three complementary strategies to improve literacy and foundational learning among primary students in Sub-Saharan Africa.

The first strategy focuses on strengthening pre-service teaching and learning in Sierra Leone and Liberia, with particular emphasis on improving the practicum experience and how teaching pedagogy is delivered across 10 Teacher Training Institutions (TTIs).

The second strategy engages education decision-makers in both countries to deepen their understanding of, and positively influence, literacy pedagogy and gender-responsive approaches emphasizing student-centered, active, and differentiated learning and teaching.

These two strategies are implemented in partnership with TALLE-RSL in Sierra Leone and WECARE in Liberia. The partners collaborate closely with TTIs, Ministries of Education, and other education

stakeholders to build the capacity of teacher educators, strengthen instructional quality, and promote inclusive, evidence-based decision-making.

The third strategy supports African researchers in conducting 20 research projects across Sub-Saharan Africa that explore the unique challenges of literacy teaching and learning in displacement and refugee contexts. This third strategy, however, is not within the scope of the proposed endline evaluation.

Now in its final year of implementation, the TLFC project has recorded measurable improvements in teaching practices in Sierra Leone and Liberia. After the first year of implementation, Knowledge, Attitudes, Experiences, and Practices (KEAP) surveys were used to capture nuanced insights into project achievements. These surveys indicated that target groups viewed new teaching strategies, such as Differentiated Instruction (DI), Active Learning (AL), and Gender-Responsive (GR) teaching, as both relevant and applicable. However, some pre-service and in-service teachers reported challenges in applying these methods in classroom settings. In response, the project introduced targeted capacity-building initiatives co-designed with TTIs in both countries to address these gaps.

In addition to teacher development, the project has continued to strengthen the effectiveness of education and political decision-makers in both countries. Exchange visits and collaborative discussions facilitated by TALLE–RSL and WECARE have promoted knowledge sharing and highlighted the importance of DI, AL, and GR strategies. While progress is evident, it remains important to demonstrate the extent to which the project has influenced policies and initiatives led by decision-makers to better prioritize the needs of girls and other vulnerable groups.

Lastly, the TLFC project has prioritized the use of evidence-based research to inform educational programming for refugees and internally displaced persons (IDPs). Research initiatives funded under this strategy are exploring various dimensions of education in fragile contexts. This focus on research is expected to yield critical insights that support more informed decision-making and lead to more effective, equitable, and inclusive education programs. By grounding its approach in robust evidence, the project seeks to ensure that educational practices are both impactful and sustainable.

### 3. PURPOSE OF THE FINAL EVALUATION

This consultancy is intended to develop and implement a rigorous methodology to conduct the final impact evaluation of the TLFC Project. The evaluation will assess the quality and effectiveness of project implementation, identify and document emerging and promising practices, and articulate key lessons learned.

The final evaluation will be guided by the five OECD evaluation criteria, Relevance, Effectiveness, Impact, Efficiency, and Sustainability, with particular attention to learnings that can inform and strengthen future programming in Sierra Leone, Liberia, and similar fragile contexts.

A core purpose of the final evaluation is to determine the project's contribution to change by systematically comparing endline results with baseline and midline data. This includes assessing:

- The extent to which progress has been made toward the overall and specific objectives of the project;
- Changes in teaching and learning practices over time;
- Shifts in institutional capacity and decision-making at system and policy levels; and
- Equity and inclusion outcomes, particularly for girls and other vulnerable groups.

The evaluation will therefore not only measure the degree of achievement of expected results, but will also identify gaps, unintended outcomes, and lessons learned — with the aim of informing evidence-based recommendations for sustainability and scale-up beyond the life of the project.

### 3.1 The specific actions of this assignment are to:

- Use the existing baseline and midline data-collection tools without modification, ensuring only contextualization and translation necessary for field administration, to preserve full comparability for endline data collection.
- Facilitate in-country inception and validation meeting(s).
- Undertake data collection and analysis.
- Support and participate in wider inception, learning and reflection, and validation and participatory recommendations workshops online.
- Identify discrepancies, if any, between TLFC's initial assumptions and actual occurrences.
- Conclude on progress on the project's ultimate, intermediate, and immediate outcomes.
- Indicate adjustments and changes relevant to potential future projects.
- Capture lessons learned and provide recommendations to enhance programming.
- Produce an evaluation report and other deliverables specific to the context and project design.

The final evaluation will focus on key elements of TLFC's **Relevance, Coherence, Efficiency, Effectiveness, Impact and Sustainability**.<sup>1</sup>

The review team should respond to the questions below, which may be refined and further developed during the inception phase.

Table 1

<b>Review of Project Design</b>	
<b>Relevance</b> (The extent to which the program is suited to the priorities of the target group and the recipients.)	<ul style="list-style-type: none"> <li>• How relevant was the project design to the needs of student teachers and teacher trainers in classrooms</li> <li>• How relevant was the project design and implementation to the learning and professional development needs of in-class teachers.</li> <li>• How relevant was the project design and implementation to the gaps and opportunities in the learning environment for student teachers in teacher training colleges in Liberia and Sierra Leone</li> </ul>

<b>Coherence</b> (The compatibility of the intervention with other interventions in a country, sector or institution)	<ul style="list-style-type: none"> <li>• How closely linked were local interventions to the social (including gender) and educational context of each country's public, private and non-profit sector?</li> <li>• Did the project have coherence to the Theory of Change of CODE and its other work in Liberia and Sierra Leone?</li> <li>• Did the project have internal coherence; did the project activities complement and build on each other including: Teacher in-service training, Gender Equality and Gender Responsive Pedagogy training, supplementary reading books (development and distribution)</li> </ul>
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>• Were financial, human, and technical resources allocated strategically to achieve project outcomes?</li> <li>• How effective have the strategies, partnerships, and implementation modalities been in delivering results efficiently?</li> <li>• To what extent do management structures support learning, reflection, and risk management?</li> <li>• Were available resources converted economically into outputs, and were staff capacity-building opportunities sufficient?</li> </ul>
<b>Review of Project Assumptions</b>	
<b>Effectiveness</b> (The extent to which an activity attains its objectives.)	<ul style="list-style-type: none"> <li>• How effective was the project in achieving its intended outcomes (PMF attached)? What are the reasons behind the project's achievement (or not) of its outcomes?</li> <li>• In particular was the project effective in improving learning outcomes and improving teaching practice and classroom effectiveness?</li> <li>• To what extent did the project influence education decision makers?</li> <li>• To what extent did the project contribute to bring about gender transformative changes that address the root causes of inequalities – including prevailing social norms, attitudes and behaviours, discrimination and social systems?</li> <li>• What are the achievements around inclusion? What has changed in the lives of persons with disabilities involved in the project?</li> </ul>
<b>Impact</b> (The totality of effects produced by an intervention.)	<ul style="list-style-type: none"> <li>• What unintended outcomes (positive and negative) did TLFC have?</li> <li>• What progress has TLFC made towards its ultimate outcome (using indicators in the project Performance Measurement Framework)?             <ul style="list-style-type: none"> <li>○ Learning outcomes for student teachers, host teachers, and primary school students.</li> <li>○ Adoption of DI, AL, and GR approaches in classrooms.</li> <li>○ Influence on education decision-makers and policies.</li> <li>○ Evidence of equity, especially for girls and vulnerable populations.</li> </ul> </li> <li>• To what extent, and in what ways, has TLFC's efforts increased local partner and stakeholder capacities (if at all)?</li> </ul>
<b>Review of Project / Results Sustainability</b>	
<b>Sustainability</b> (Whether the benefits of an activity are likely	<ul style="list-style-type: none"> <li>• To what extent has there been local school or district policy or programmatic take-up of TLFC approaches (or elements of it)?</li> </ul>

to continue after program completion.)	<ul style="list-style-type: none"> <li>• To what extent has TLFC training and capacity building efforts been embedded in target population and local partner practices?</li> <li>• How could CODE and its partners better foster and sustain change beyond the life of the project?</li> </ul>
--	--

### 3.2 Why the evaluation needs to be done.

As TLFC reaches completion, an independent endline evaluation is required to provide accountability to participants, implementing partners, government stakeholders, and donors. Beyond confirming whether the project met its targets, the evaluation will help stakeholders understand how and why results were — or were not — achieved across the project's full results chain, not only within the teacher training and empowerment component.

The evaluation will generate evidence on the relevance, coherence, efficiency, effectiveness, impact, and sustainability of the TLFC model in Sierra Leone and Liberia. It will identify the contextual factors, implementation conditions, and partnership mechanisms that enabled or limited results, including gender equality and social inclusion outcomes. This learning is intended to inform:

- future programming and strategic positioning of CODE and partners,
- government decision-making on teacher professional development approaches,
- and broader sector efforts to strengthen literacy and pedagogy in fragile and displacement-affected settings.

Ultimately, this evaluation will document lessons, adaptations, and promising practices to determine the replicability and scalability of the TLFC model in similar contexts.

### 3.3 How the evaluation results will be used, by whom and when?

The result will be used for the improvement of the current and future programs education programs incountry or as part of the future education projects proposals of CODE in other countries.

The evaluation results will be used to contribute to the final report of the project and to provide our donor, Global Affairs Canada, with the additional confidence of program integrity that comes from an external assessment of the success of the project.

The evaluation will also provide CODE with learnings and emerging and promising practices that could be shared with the sector and with other stakeholders. CODE and partners WECARE and TALLE-RSL have been very close to the program and this external eye will provide us with invaluable insights into both the successes and gaps of the program implementation.

### 3.4 Scope of Evaluation:

The scope of the evaluation will be based on the 5 evaluation criteria and the key evaluation questions linked with the criteria and on the analysis of the selected indicators of the TLFC Project. The endline should also compare results with baseline and midline findings, showing progress, remaining gaps and final lessons learned.

1. **Timeframe:** This evaluation will cover the entire project duration.

2. **Geographical coverage:** This evaluation will focus on activities in the two countries Liberia and Sierra Leone. The evaluation may also examine the advocacy work done through or contributed by other project stakeholders and key staff involved in regional or national events.
3. **Target groups to be covered:** When considering the size of the sample it is important to understand the project reach:
  - The project is implemented by 2 local partners (TALLE-RSL in Sierra Leone and WECARE in Liberia).
  - Partnered with 10 Teacher Training Institutes (4 in Sierra Leone and 6 in Liberia).
  - Targeting 115 Teacher Educators/Instructors and 1680 Student Teachers in those TTIs
  - Also TLFC is working with up to 72 Practicum Schools, 382 host teachers and approximately 22,000 primary school students

## 4. METHODOLOGY

The endline evaluation of the Teaching and Learning in Fragile Contexts (TLFC) project will adopt a mixed-methods approach designed to comprehensively assess the project's relevance, coherence, effectiveness, efficiency, sustainability, and contribution to gender equality and inclusion. The methodology should align with the evaluation objectives (Section 3) and be elaborated in detail in the inception report to be approved by CODE.

The evaluation will focus on both processes and outcomes related to the two primary implementation streams led by TALLE-RSL in Sierra Leone and WECARE in Liberia, while also drawing lessons relevant for future programming.

### 4.1 Evaluation Methodology

The evaluation will be guided by the project's Logic Framework (LF) and Performance Measurement Framework (PMF) to determine progress against intended outcomes. Evaluation questions (see Table 1) are organized under standard OECD-DAC criteria, Relevance and Coherence, Effectiveness, Efficiency, Sustainability, and Children's Rights, Gender and Inclusion, and will serve as the core analytical framework for the evaluation.

These LF and PMF will be shared with the successful consultant to support alignment of the methodology and results framework.

### 4.2 Data Collection Approach

Given the scope and complexity of TLFC, it is expected that the evaluation will combine quantitative and qualitative methods, including:

- Secondary data review: Baseline report, Project reports, midline findings, KEAP surveys, training feedback, partner progress reports, and monitoring data collected by CODE, TALLE-RSL, and WECARE.
- Primary data collection: Field visits, literacy assessments, key informant interviews (KIIs) or focus group discussions (FGDs), KEAP surveys, and classroom observations across selected Teacher Training Institutes (TTIs) and partner schools.



- Quantitative analysis: Comparison of key performance indicators (e.g., application of Differentiated Instruction (DI), Active Learning (AL), Gender-Responsive (GR) pedagogy, and changes in teaching practice) between baseline, midline, and endline data.
- Qualitative inquiry: Outcome harvesting or contribution analysis to identify and assess changes in teacher practice, policy influence, and institutional capacity that can reasonably be attributed to TLFC.

Sampling will be purposive and stratified, ensuring representation across TTIs, geographic areas, gender, and key stakeholder groups (teacher educators, pre-service and in-service teachers, school administrators, and decision-makers).

### 4.3 Data Analysis and Triangulation

The evaluators will triangulate quantitative and qualitative datasets to generate evidence-based conclusions on project performance. Quantitative data will be analyzed using descriptive and comparative methods, while qualitative data will be thematically coded.

To uphold the project's commitment to comparability across reporting periods (baseline, midline, endline), the evaluation will use the same core measurement tools and analytical frameworks applied in previous assessments, specifically the KEAP surveys, classroom observation rubric, and literacy assessment tools. Where measurement approaches evolved over the life of the project, evaluators will document these shifts and apply methodological notes to support valid trend analysis. All percentage-based indicators will be accompanied by absolute numbers to ensure transparency.

### 4.4 Use of Existing Project Evidence

The evaluation will maximize the use of existing data generated throughout TLFC implementation. Specifically, the evaluator will examine:

- Baseline and midline KEAP survey findings;
- Monitoring data from teacher training and classroom observations;
- Partner-generated reports and reflection meeting summaries; and
- Policy dialogue documentation and stakeholder feedback.

This approach will reduce data collection costs and ensure comparability with previous assessment phases.

### 4.5 Ethics, Participation and Inclusion

The evaluation will adhere to ethical research standards, ensuring informed consent, confidentiality, and equitable participation. Gender, disability, and inclusion dimensions will be systematically considered at all stages, from data collection to analysis, using intersectional lenses to assess the experiences of girls, women, and vulnerable groups.

### 4.6 Outputs and Validation

The evaluators will submit an inception report confirming the agreed methodology and sampling strategy prior to data collection. Data-collection tools will remain consistent with those used by the project to preserve comparability over time. Validation of preliminary findings will be carried out through debrief sessions with CODE, TALLE-RSL, and WECARE to ensure accuracy, contextual interpretation, and actionable recommendations that support sustainability and scale-up.

## 5. KEY ACTIVITIES AND DELIVERABLES

Key Activities/Deliverables	Timeline	Payment Schedule
<i>Start date of contract</i>	9 January , 2026	25% upon signing
<i>Inception phase</i> <ul style="list-style-type: none"> <li>Undertake a thorough desk review, including project documentation, radio programming, and teacher training materials</li> <li>Submit an inception report, work plan</li> <li>Discuss and finalize details with CODE</li> </ul>	<b>Draft inception report by 23 January 2026</b>  CODE will provide feedback on the inception report by 30 January 2026  <b>Inception Report finalized by 13 February 2026</b>	15% upon approval of inception report
<i>In-country data collection initiated</i>	20 February 2026	
<i>In-country research will include:</i> <ul style="list-style-type: none"> <li>Conduct research to assess progress towards TLFC outcomes using pre-defined methodology</li> </ul>	In-country data collection will be completed by 20 March, 2026	
<i>Draft report</i> <ul style="list-style-type: none"> <li>Present initial findings to CODE(*remotely if required)</li> </ul>	<b>Draft Report of all evaluation findings by 20 April 2026</b>	45% upon receipt of draft report
<i>Final report</i> <ul style="list-style-type: none"> <li>Submit a final report to CODE</li> </ul>	CODE will provide feedback on the draft report by 4 May 2026  <b>Final Report due by 18 May 2026</b>	15% upon approval of final report

*\* The Schedule of Deliverables will be agreed upon during contract negotiations. The timelines outlined in this TOR are provisional and may be adjusted based on mutual agreement at contracting.*

### 5.1 Inception Report

The inception phase will begin with a thorough desk review of existing TLFC project documents including project proposal, program implementation plan, the PMF, project donor reports, partner reports and any other data or information source deemed necessary by the consultant to develop a clear and effective inception report. Based on this analysis, the **inception report** will include the proposed:

- Updated learning questions.
- Roles and responsibilities of team members executing the final evaluation.
- Data collection methods, schedule and tools.
- Updated budget
- Detailed table of contents for the final evaluation report (based on one that CODE provides)

In-country data collection can only begin after CODE approves the inception report.

## 5.2 Final Report

The **final report** must respond comprehensively to the Evaluation Objectives and align with the commitments made in the inception report. The report shall provide clear documentation and findings, focusing on reviewing the program's design, assumptions, and sustainability.

The final report will provide insight into the evaluation's findings, including reasons for successes and failures, program innovations, lessons learned, and barriers to success. The final report must be copy edited and laid out in a final format.

## 6. REPORTING AND PAYMENTS

### 6.1 Reporting Structure

The evaluation team will report directly to the TLFC Program Manager at CODE, who will serve as the primary point of contact throughout the assignment. The team will work in close collaboration with the implementing partners, TALLE-RSL (Sierra Leone) and WE-CARE (Liberia), at all stages of the evaluation, including inception, planning, data collection, learning and reflection workshop(s), and validation of findings and recommendations.

The evaluators will be expected to maintain clear and timely communication, provide brief progress updates at agreed milestones, and share any challenges or support needs in advance to ensure smooth implementation.

### 6.2 Payments

Payments will be made on the basis of successful completion and approval of deliverables by CODE management. The payment schedule will be directly tied to contractual milestones outlined in Section 5 (Key Activities and Deliverables).

No payments will be processed until deliverables have been reviewed and formally accepted by CODE. Any adjustments to the timeline or deliverables must be discussed in advance and approved by CODE before work proceeds.

## 7. ANNEXES TO THE FINAL REPORT

The final report shall also include annexes, which will provide context to the report's findings and recommendations. Suggested annexes include:

- Terms of Reference for the final evaluation
- Final evaluation inception report
- Data collection tools, including potential questionnaires and interview guides
- List of individuals and stakeholder groups consulted
- List of supporting documentation reviewed
- Actual data collected or summaries of data collected.

## 8. PROFILE OF THE EVALUATION TEAM

The consultancy can include different team members. Key competencies of the team include:

- Strong experience designing and leading multi-country project evaluations, particularly those focusing on literacy and distance learning or related thematic areas.
- Ability to facilitate and relate to stakeholders at multiple levels and in diverse contexts.
- Proven ability to engage in quantitative and qualitative data analysis.
- Strong written and verbal communication and presentation skills in English are required; proficiency in local languages is considered an added advantage.
- Sensitivity to cultural and historical contexts in the data collection and analysis process
- Experience working in West Africa, specifically Liberia and Sierra Leone will be an added advantage.

## 9. SUBMISSION AND EVALUATION OF PROPOSALS

Consultants meeting the above criteria are invited to submit their proposals to this following email: [TLFC@code.ngo](mailto:TLFC@code.ngo). Proposals should be received no later than **29<sup>th</sup> of December, 2025, 5:00pm EST**.

For any points of clarification during proposal development, bidders may contact the Program Manager at the same email address.

The body of the proposal should be no longer than 10 pages and should include the following:

- A cover letter outlining relevant experience in reviewing similar projects and models, including experience reviewing or working on literacy and distance learning projects, as well as experience in the relevant geographies.
- An outline of the evaluation approach, highlighting any additional proposed research questions, methodological approach, data collection and analysis plan, potential technical and operational challenges, and strategies to ensure timely, high-quality deliverables.
- A proposed schedule of key activities.
- A staffing and management plan, including details of team composition and specific qualifications of key research staff.
- A statement indicating the consultant availability for the duration of the contract.

The proposal should also include **Annexes**, which are not included in the 10 page limit, such as:

- An estimated budget, including personnel, within the range of CAD 55,000 to CAD 65,000. Please note that all expenses related to completing the evaluation report, including in-country data collection, must be covered within this amount  
**\*Value-for-money will be an assessment criteria**
- List of three (3) references who can attest to the evaluators or evaluation team's experience and expertise as it relates to this project (including daytime phone numbers and email contacts).

- CVs of the review team, outlining previous evaluation experience and accomplishments as it relates to demonstrating the skills and knowledge needed to fulfill the Terms of Reference.
- Preferred: Two (2) examples of evaluations recently completed by the Lead Consultant(s). If possible, at least one should be relevant, or similar to, the subject of this evaluation.

CODE will review all proposals closely against this outline. It will determine a shortlist of potential candidates and finalize a contract by 9<sup>th</sup> of January 2026.

## 10. Annex

### 10.1 TLFC Logic Model

<b>Ultimate Outcome:</b> <b>Improved learning outcomes through inclusive, quality, safe and gender-responsive education across primary levels for girls and boys in Liberia and Sierra Leone.</b>					
BP 1 - Teacher Educators			BP 2 - Decision Makers		BP 3 – African Research Network (ARN)
<b>Intermediate Outcome 1100:</b> Increased use of active learning <sup>i</sup> , gender responsive <sup>ii</sup> quality <u>teaching strategies by pre- and in-service teachers</u> <sup>iii</sup> for literacy instruction in schools, especially for girls and vulnerable populations in Liberia and Sierra Leone.			<b>Intermediate Outcome 1200:</b> Increased effectiveness among <u>education and political decision makers</u> in Liberia and SL in the use of active learning, gender-responsive teaching strategies and promoting gender equality in educational programming, especially for girls and vulnerable populations in Liberia and Sierra Leone.		<b>Intermediate Outcome 1300*:</b> Education <u>Policy informed</u> by evidence on how quality teaching and culturally relevant learning materials can improve literacy and learning outcome among refugees and IDPs in specific fragile sub-Saharan African countries, including Sierra Leone and Liberia.
<b>Immediate Outcome 1110:</b> Increased ability of teacher educators <sup>iv</sup> to mentor pre-service teachers in their use of active learning, gender-responsive teaching strategies during practica.	<b>Immediate Outcome 1120:</b> Increased capacity of <u>pre-service teachers</u> to use active learning, gender-responsive teaching strategies for literacy during practica.	<b>Immediate Outcome 1130:</b> Increased <u>access for girls</u> and other vulnerable groups to gender responsive and active learning education programming.	<b>Immediate Outcome 1210:</b> Improved awareness of education decision makers <sup>v</sup> of the positive impacts of <u>educational programming using active learning, gender-responsive strategies for literacy programming.</u>	<b>Immediate Outcome 1220:</b> Improved awareness of education decision makers on educational programming & the use of active learning, gender-responsive strategies for literacy to <u>overcome crisis barriers to learning &amp; differential impacts on vulnerable children, especially girls.</u>	<b>Immediate Outcome 1310*:</b> Intermediaries and the ARN use research findings to engage with policy makers who have input into literacy and education programming for children at the primary level in targeted refugee and IDP communities, including Sierra Leone and Liberia.

Outputs					
<b>Output 1111:</b> Teacher educators trained to lead & support COP <sup>vi</sup> sessions for pre-service & in-service teachers at practicum schools.	<b>Output 1121:</b> COP sessions facilitated with pre- & in-service practicum teachers on active learning, gender-responsive teaching strategies.	<b>Output 1131:</b> IN-Service Host Teachers/schools trained to support Student Teachers to demonstrate gender responsive pedagogy and the use of active learning strategies.	<b>Output 1211:</b> Exchange visits organized between education decision makers in Liberia & Sierra Leone on active learning, gender-responsive strategies for literacy programming.	<b>Output 1221:</b> Exchange visits organized between education decision makers in Liberia & Sierra Leone on the identification of crisis-based barriers to learning.	<b>Output 1311:</b> TLFC-funded researchers undertake contextually relevant research and share the results on how quality teaching and culturally relevant learning materials can improve literacy and learning outcomes among refugees and IDPs in specific fragile sub-Saharan African countries, including Sierra Leone and Liberia.
<b>Output 1112:</b> Teacher educators and TTIs supported to guide, coach and assess pre- and in-service teachers in their practicums.	<b>Output 1122:</b> Pre-service teachers trained by teacher educators at Teacher Training Institutes (colleges) on active learning, gender-responsive teaching strategies.	<b>Output 1132:</b> Gender-responsive children's books (print & digital) developed & distributed to colleges & practicum schools to be used as a companion to learning teaching strategies for the classroom.	<b>Output 1212:</b> Visits to colleges and primary schools organized during exchange visits to examine examples of active learning, gender-responsive strategies for literacy in educational programming.	<b>Output 1222:</b> Documented evidence-based practices provided to education decision makers on the differing impacts of educational programming on girls & other vulnerable groups in fragile contexts.	<b>Output 1312:</b> An African Research Network (ARN) is formed to support local research in fragile and crisis affected areas of sub-Saharan Africa
<b>Output 1113:</b> Teacher educators trained on the use of active learning, gender-responsive teaching strategies for literacy.	<b>Output 1123:</b> Guidebooks on active learning, gender-responsive teaching strategies and managing CoPs are developed & distributed to teacher educators, pre- & in-service teachers (at practicum schools).				<b>Output 1313:</b> Build a contextually relevant, applied research program to provide evidence for how quality teaching and culturally relevant learning materials can improve literacy and learning outcomes amongst refugees and IDPs in specific fragile sub-Saharan African countries, including Sierra Leone and Liberia

Activities					
1111	1121	1131	1211	1221	1311
1111.1 Program Team trains teacher educators (1 workshop, 3 days, plus follow up every semester for 1 or 2 days) on leading & supporting COP sessions for pre-service & in-service teachers at practicum schools	1121.1 COP Sessions: Every college has 3 practicum schools. They work together as a cluster - and separately for their COP practice. These sessions are independently run by the participants. Instructors/lecturers do not necessarily attend; they monitor their meeting times, attendance, and focus of activity.	<p>1131.1. TTI Instructors design training with Lead Trainers</p> <p>1131.2 Teacher Educators implement training in Colleges once per year</p> <p>1131.3 Teacher Educators provide feedback to host In-service teachers through - semesterly visits by program team to colleges - providing written observations"</p>	<p>1211.1 Visits to Liberia of Sierra Leone (changes each year). Approx. 20 people. 5 days</p> <p>1211.2 Paper developed on learnings emerging from the project and the exchanges (annually) with recommendations</p>	<p>1221.1 Visits to Liberia of Sierra Leone (changes each year). Approx. 20 people. 5 days</p> <p>1221.2 Paper developed on learning (annually) with recommendations</p>	<p>1311.1 Researchers are selected and carry out research projects</p> <p>1311.2 Public info-session on call webinars conducted</p> <p>1311.3 Research jury and advisors review and select winning proposals</p> <p>1311.4 Issuing grant agreements and payments, reviewing procedures and financial reporting requirements with researchers.</p> <p>1311.5 CODE maintains ongoing contact and follow up to ensure research projects are on track. CODE research staff and mentors support process.</p> <p>1311.6 Researchers submit final research papers / research results to network members/intermediaries/ and to CODE</p>



					1311.7 Final payments made to researchers based on review and approval of final submissions
<b>1112</b>	<b>1122</b>	<b>1132</b>	<b>1212</b>	<b>1222</b>	<b>1312</b>
1112.1 Detailed analysis of current practicum processes and resources	1122.1 Strategies integrated into pre-service classes by teacher educators. (This is not necessarily a separate workshop).	1132.1 Workshop with author	1212.1 Visits to schools and colleges	1222.1 CODE and partners collect evidence on differing impacts of educational programming on girls & other vulnerable groups in fragile contexts 1222.2 CODE and partners meet with decision makers to provide evidence	1312.1 CODE will identify Refugee and IDP-engaged institutions such as NGOs, research institutions, universities, practitioners, and researchers to form a 'network' 1312.2 An African Research Network (ARN) is formed to support TLFC project and research on how quality teaching and culturally relevant learning materials can improve literacy and learning outcomes among refugees and IDPs. 1312.3 Network members contribute to the development of a research plan by providing knowledge and insight into research gaps, needs related to policy and practice 1312.4 Identification of policy stakeholders and policies relevant to the research 1312.5 CODE will host a series of online meetings and webinars for the network and selected researchers to share learnings and process obstacles and opportunities while engaged in the research and policy influence. 1312.6 Provide Ongoing support to the network members via online meetings and phone calls.
1112.4 Annual training on improved practicums for Teacher Educators.	1122.2 Preservice teachers certified through the practicum assessment process.	1132.2 Authors submit manuscripts			
1112.6 Teacher educators observe teachers in classrooms and provide written observations		1132.3 Manuscripts selected			
1112.4 Annual training on improved practicums for Teacher Educators. 1112.5 Teacher educators make visits to practicum schools		1132.2 Authors submit manuscripts  1132.4 Editors edit manuscripts			
1112.6 Teacher educators observe teachers in classrooms and provide written observations		1132.5 Workshop with illustrators  1132.6 Graphics and formatting (consultants)			

		1132.7 Editing 1132.8 Digitizing 1132.1 Distribution to schools and TTIs			
<b>1113</b>	<b>1123</b>	<b>1133</b>			<b>1313</b>
1113.1 Lead trainers (consultants or program team) design training 1113.4 CODE Certification of teacher educators in GRP and Practicum good practice.	1123.1 Consultants draft contents of guidebook  1123.9 Distribute RACHEL plus to all colleges and schools	1133.1 Club guidebook developed, published and distributed 1133.2 Teachers and Network leaders mentored to implement schools' club programs including study groups, peer mentorship, orientation etc.			1313.1 CODE to hire CM-TLFC Program specialist  1313.2 Produce a project specific Landscape paper and 3 contextual analyses that can be shared with network members and potential researchers to guide the research topics, call for proposals, and grant administration. 1313.3 Prepare Research program administration documents
1113.3 Lead trainers provide feedback to teacher educators through -semesterly visits by program team to colleges - providing written observations 1113.4 CODE Certification of teacher educators in GRP and Practicum good practice.	1123.9 Distribute RACHEL plus to all colleges and schools  1123.7 Distribute Guidebooks  1123.9 Distribute RACHEL plus to all colleges and schools 1123.6 Printing Guidebooks 1123.7 Distribute Guidebooks 1123.8 Purchase RACHEL plus for all colleges and schools 1123.9 Distribute RACHEL plus to all colleges and schools	1133.3 Ongoing conduct of boys and girls clubs monitored			1313.4 Draft and publish Call for Proposals
	<b>1124</b>				<b>1314</b>

	<p>1124.1 Program team/TTI/Government engage in data collection &amp; analysis.</p> <p>1124.2 Program team/boundary partners establish a working group or committee to lead review process</p> <p>1124.3 Joint Review of existing practicum procedure by TTIs/NCHE/MOE/ TEC</p> <p>1124.4 Working group conducts feedback sessions and refinement of practicum procedures</p> <p>1124.5 Implementation and testing of the practicum procedures</p> <p>1124.6 Annual pre-practicum preparation sessions with preservice teachers conducted</p>				<p>1314.1 Key research findings relevant to policy collated, synthesized into policy influence document.</p> <p>1314.2 Identification of key policy issues, constraints and innovations related to literacy learning and early grade education refugee and displacement contexts.</p> <p>1314.3 Presentation of findings in identified fora to inform policy dialogue, advocacy efforts, and decision-making processes</p>
	<b>1125</b>				
	<p>1125.1 Identify, select and register pre-service students for the TLFC project.</p> <p>1125.2 Meet with the pre-service student to introduce the project's: focus, outcome, objectives and expectations.</p> <p>1125.3 Conduct orientation with the practicum student before the commencement of the Practicum Activity</p> <p>1125.4 Feedback session with practicum students for continuous improvement.</p>				

---

<sup>i</sup> Active learning is an approach to instruction that involves actively engaging students through discussions, problem solving, case studies, role plays and other methods. Instructor guidance remains crucial in providing instructional approaches which place a greater degree of responsibility on the learner than passive approaches such as lecturing.

<sup>ii</sup> Gender-responsive refers to programs where gender norms, roles, and inequalities have been considered and measures have been taken to actively reduce them.

<sup>iii</sup> Pre-service teachers refer to student teachers (this includes students while studying at a teacher training college and students participating in practica at an affiliated school). In-service teachers, refer to existing classroom teachers who supervise student teachers during practica.

<sup>iv</sup> Teacher educators include professors, lecturers and instructors who teach at teacher training institutions.

<sup>v</sup> Education decision makers include Ministry of Education personnel and college administrators.

<sup>vi</sup> COP = Community of Practice