TEACH FOR SIERRA LEONE

"Teach, Lead and Impact"

MONTHLY UPDATES

SEPTEMBER 2026

COHORT 6 AND 7 FELLOWS RETURN TO SCHOOL







The reopening of schools in September marked the start of a new academic year and a renewed commitment to learning across Teach For Sierra Leone's partner schools. Our Fellows returned to their classrooms ready to welcome pupils, reconnect with school communities, and support children as they settled back into learning.

For returning Cohort 6 Fellows, the new school year provided an opportunity to build on their classroom experience and strengthen their teaching practice. For Cohort 7 Fellows, it marked the beginning of their fellowship placements and the opportunity to put their Institute training into practice. Together, they began the academic year with a shared commitment to creating engaging, inclusive classrooms where every child can participate and progress.

The return to school also brought renewed attention to the relationships that support learning. Working alongside school leaders, fellow teachers, parents, and community members, our Fellows continued to establish themselves as partners in their pupils' education.

To help Cohort 7 Fellows settle into their placement communities, Teach For Sierra Leone distributed solar lights and mattresses directly to the Fellows. These items support their personal living conditions, wellbeing, and preparation for teaching as they begin their service.

The solar lights offer an additional source of lighting in communities where reliable electricity remains a challenge.

This can help them prepare lessons, develop teaching materials, read, and complete essential work after daylight hours. The mattresses support fellows' comfort and rest as they establish their living arrangements, to aid their wellbeing and readiness for work at hand.

As Cohort 7 begins its journey alongside Cohort 6, TFSL remains committed to developing teacher leaders and supporting Fellows and looks forward to the contribution both cohorts will make throughout the academic year

We appreciate the dedication of our Fellows and the cooperation of school leaders, communities and partners as we work together to expand educational opportunities for every child.







TFSL CEO'S REFLECTION ON UNGA: BEYOND THE PODIUM

A seat in a UNGA meeting room came with an obligation: to carry more than a business card home. At UNGA81, speeches commanded the cameras, while quieter encounters opened doors for education, civic accountability and partnership. New York brought people and ideas within reach for a few crowded days. **The value of that access depended on what followed.**

Governments, foundations, businesses and civil society met across a city alive with side events. People who might otherwise have exchanged emails sat together and tested ideas face to face. For organisations rooted in communities, the opportunity was to bring what teachers, young people and families knew into conversations often held far from them. **One purposeful meeting could matter more than a diary full of appearances.**

international stage.

First Lady Fatima Maada Bio's sustained advocacy against child, early and forced marriage helped keep girls' rights in view. Shortly before UNGA81, a Sierra Leone-led resolution established **27 November** as the International Day for the Elimination of Child, Early and Forced Marriage. Recognition mattered. Its deeper promise lay in the life of a girl who **remained safe, stayed in school and could choose her future.**

President Julius Maada Bio's UNGA81 address pressed a wider claim for international equity. As coordinator of the African Union Committee of Ten (C-10) on Security Council reform, he called for at **least two permanent African**

Peaceful protest belonged in the account of the week alongside speeches and receptions. It reminded those in office that citizens' voices travelled with them.

The week also had texture beyond policy. National attire filled meeting rooms with woven fabrics, head wraps and designs that spoke of the places delegates represented. For African participants, those clothes expressed identity with confidence and often started conversations before an introduction was made. Food and cultural festivals offered another kind of meeting place.

Skoll, Davos, COP and the World Bank–IMF meetings each gathered people around a particular set of challenges. UNGA's breadth brought education, climate, health, conflict, finance and diplomacy into the same week. That range gave participants a rare chance to connect a local problem to decisions made across several systems. Making use of that chance required preparation



Education House showed that possibility. Co-hosted by Teach For All, the global network to which Teach For Sierra Leone belonged, with HundrED and Salzburg Global, it brought educators, students, policymakers and funders into conversation. Questions about teachers, student leadership, artificial intelligence and education finance were discussed by people who experienced their consequences in different ways. The strongest exchanges began when **those closest to schools shaped the discussion with direct knowledge of what schools needed.**

Amid the movement of UNGA week, Teach For Sierra Leone met an organisation from Qatar. Their conversation led to a **signed non-disclosure agreement** as they explored a long- term partnership. The partner's identity and the substanceof the discussions remained private. The agreement was an **early step** that showed how a brief encounter could become a relationship worth developing carefully. Sierra Leone also brought an urgent concern to the **seats**, with veto rights if the veto remained, and five non-permanent seats. He also sought fairer representation, voting power and access to affordable finance for developing countries in international financial institutions. The **African Union's permanent G20 seat** had marked progress. The question was whether that seat carried enough influence when decisions affecting African countries were made.

He connected that call for a voice with a call for value. He argued for **reparatory justice** for slavery and colonialism and urged the **processing of critical minerals at source**, technology transfer and local industry, so that African countries gained more from the green transition. Otherwise, the demand for minerals risked repeating older extractive patterns. His earlier warning at the previous General Assembly still resonated: 'A veto should never be a verdict against humanity.'

The Civic Day town hall brought representation closer to the people it was meant to serve. Hosted in New York by Sierra Leone's Minister of Information and Civic Education, Chernor Bah,it brought an array of ministers, including the Chief Minister, Dr. David Moinina Sengeh, before Sierra Leoneans in the diaspora. Citizens put questions directly to officials. **The answers mattered in the room; the test came in what officials did after the room emptied.**

Outside formal venues, diaspora groups protested against visiting leaders during UNGA81. Their concerns about governance, rights and living conditions entered a public space that no invitation list controlled.



Participants who had arranged key meetings, understood accreditation requirements and could explain their work clearly made better use of their time. They also left space for an introduction no schedule could have predicted. Access alone had never guaranteed a useful conversation.

Many of the teachers, young people and families affected by the week's decisions never entered those rooms. Attendees carried a responsibility to represent their concerns faithfully, listen with care and return able to say what they had raised and learned. That account owed as much to communities as it did to funders or institutions.

The measure of UNGA81 now lies in what happens next. Will the Education House exchanges inform practice? Will the Qatar conversation grow into work of value? Will officials respond to citizens' questions, and will global promises reach girls and schools? These answers will take time and sustained follow-through. The opportunities created during the week remain open; their lasting worth will depend on the work people carry forward.

EXPLORING PARTNERSHIP WITH NDMA ON CLIMATE EDUCATION AND DISASTER PREPAREDNESS

In September, TFSL met with the Director General of the National Disaster Management Agency (NDMA), Mr. John Vandy Rogers, the Deputy Director General, Mr. Sulaiman B. Sowa and their team to explore potential collaboration on climate education and disaster preparedness. TFSL was represented by the Communications Lead Jeneba Samura and the Climate Education Officer Isata S. Mansaray.



The meeting provided an opportunity to introduce TFSL's work and explore how schools, teachers, and learners can contribute to disaster awareness and community resilience. Discussions focused on potential connections between climate education and disaster preparedness, recognising the role of schools in helping children understand preparedness into ongoing school-based awareness activities, enriching educational resources, and strengthening teachers' and pupils' practical knowledge of climate-related risks.



These efforts would build on TFSL's work to promote environmental responsibility and support more resilient school communities.

NDMA welcomed the opportunity to collaborate and expressed its readiness to formalise a partnership with Teach For Sierra Leone through a Memorandum of Understanding (MoU).

By bringing together NDMA's expertise in disaster management and TFSL's engagement with Fellows, learners, and school communities, the proposed



partnership offers an opportunity to strengthen practical knowledge and encourage informed action at school and community levels. TFSL looks forward to working with NDMA to translate these shared priorities into concrete activities that support safer learning environments and equip teachers and children to contribute to a more resilient Sierra Leone.

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preparedness into ongoing school-based

TFSL SIGNS MULTI-ANNUAL GRANT WITH THE EMASSY OF IRELAND

Teach For Sierra Leone (TFSL) has signed a **three-year multi-annual grant** agreement with the Embassy of Ireland, marking the **fifth year of a longstanding partnership** focused on advancing quality, equitable, and inclusive education in Sierra Leone.

This milestone represents a significant step in the continued relationship between the two institutions, reaffirming their shared commitment to strengthening teacher leadership, improving learning outcomes, and expanding access to excellent education for children in underserved communities across the country.



The agreement was signed at the Embassy of Ireland in Freetown by His Excellency Patrick McManus, Ambassador of Ireland to Sierra Leone, and Madam Josephine M. Saidu, Chief Executive Officer of Teach For Sierra Leone.

Over the past five years, the partnership between Teach For Sierra Leone and the Embassy of Ireland has formed part of the broader effort to strengthen educational opportunities and promote more equitable learning experiences for children across Sierra Leone. The collaboration reflects a shared understanding that improving education requires sustained investment, strong institutional partnerships, capable teachers, and a collective commitment to ensuring that no child is left behind.

For TFSL, the **fifth anniversary** of this partnership is an opportunity to recognise the value of long-term collaboration in pursuing meaningful change within the education sector. Educational transformation is a continuous process that requires more than short-term interventions. It calls for consistent support, a clear vision, and partnerships that enable organisations to build on progress, respond to emerging needs, and strengthen their capacity to deliver lasting results.

The signing of the new three-year multi-annual grant agreement builds on this foundation. By extending the partnership into a new phase, the agreement provides an important framework for continued collaboration and sustained support for TFSL's mission.

It also reflects the importance of development partnerships that align resources and institutional commitment with the long-term goal of improving educational outcomes.



The transition from five years of collaboration into a new three-year grant agreement highlights the importance of continuity in development partnerships. Sustainable improvements in education require time, consistent engagement, and the ability to learn from experience while adapting to changing needs.

A multi-annual commitment provides a foundation for planning and implementing initiatives with a longer-term perspective, allowing partners to work towards shared objectives beyond individual activities or reporting periods.

For Teach For Sierra Leone, this renewed commitment represents an opportunity to build on existing progress, strengthen its programmes, and continue working towards improved learning outcomes for children. It also reinforces the importance of collaboration with national education stakeholders, local communities, and development partners in advancing a common vision for the future of education.

TFSL recognises that meaningful educational change cannot be achieved by one institution working alone. It requires the participation of teachers, school leaders, government institutions, civil society organisations, communities, and international partners who share a commitment to improving the quality of education. Partnerships such as this one help sustain the collective effort needed to address persistent challenges and create opportunities for children to reach their full potential.

The continued relationship with the Embassy of Ireland is therefore not only a reflection of the work undertaken over the past five years, but also an expression of confidence in the



importance of sustained investment in education. As the partnership enters this new chapter, TFSL remains **committed to working collaboratively, strengthening teacher leadership, and contributing to a more equitable education system that serves all children and creating a future in which every child in Sierra Leone has the opportunity to learn, thrive, and reach their full potential.**

Teach For Sierra Leone extends its sincere appreciation to the Government and people of Ireland, through the Embassy of Ireland in Freetown, for their continued trust, partnership, and investment in the organisation's mission. While the challenges facing education require sustained collective action, continued partnerships create opportunities to strengthen existing efforts and advance a common vision for long-term impact.

Five years of partnership. A renewed commitment. A shared vision for educational equity.

Teach For Sierra Leone remains committed to working with partners and communities to ensure that every child has access to an excellent education.

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ALUMNI SPOTLIGHT: YUSUF TURAY





Meet Yusuf Turay, a Cohort One alumnus of TFSL, with a B.Sc. Honours in Sociology from Njala University and a Master's in Health Education, specialising in Mental Health and Counselling, currently awaiting completion, Yusuf continues to build on the foundation established during his Fellowship.

Reflecting on his journey, he shares that the Fellowship laid the foundation for his professional growth by strengthening his leadership, problem-solving skills, and commitment to educational equity. During his placement in Bafodia, Koinadugu District, he gained practical experience in leading change within underserved communities, coaching teachers and engaging stakeholders.

Following the Fellowship, Yusuf joined Street Child, where he progressed from Teaching Advisor to Project Coordinator. He later transitioned to FoRUT, where he currently serves as a Programme Officer, contributing to programmes that address mental health, child protection and community development.
For Yusuf, one of the most enduring lessons of the Fellowship is the belief that sustainable change begins with empowered local leaders committed to transforming their communities. he classroom to influence broader community development.





We are proud to see Yusuf carry the spirit of transformational leadership from the classroom into national service.

ALUMNI SPOTLIGHT: AUGUCIA CONTEH

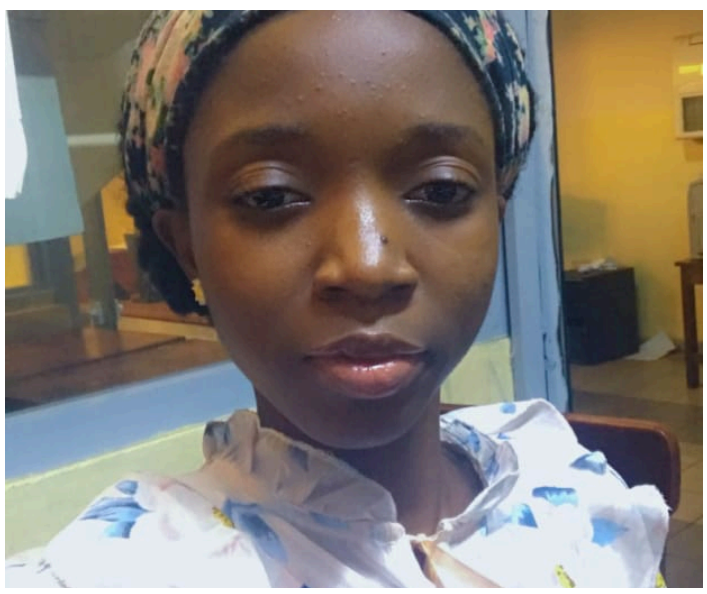




The TFSL Fellowship laid the foundation for Augucia N.K.T. Conteh's personal and professional journey, strengthening her leadership, resilience, and commitment to educational equity. As a Cohort One fellow, she was placed at Ahmadiyya Primary School in Panlap, Bombali District, where she taught 30 students in a resource-constrained environment.

During her Fellowship, Augucia and her fellow Fellows implemented a school feeding programme at Ahmadiyya Primary School to help reduce dropout rates, improve concentration, and support learners' academic performance. This initiative reinforced her belief that sustainable educational outcomes require collaboration and community involvement.

Since completing in 2022, she has continued to build on the leadership skills and values she developed through Teach For Sierra Leone. She currently serves as a Secretary at King Memorial, where she applies the principles of excellence, empathy, organisation, and servant leadership. She has also pursued a Master's degree in Governance and Leadership, reflecting her commitment to lifelong learning and continuous professional development.



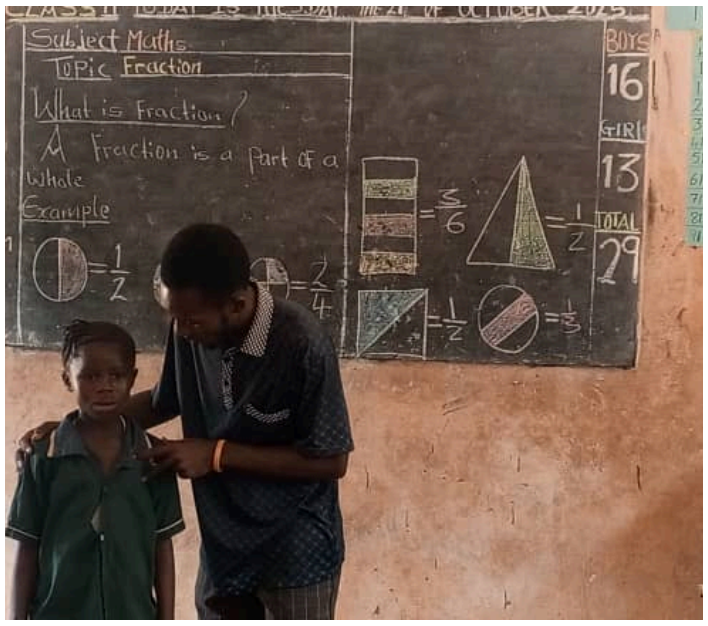


TFSL commendscelebrates Augucia's journey of growth, resilience and service

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FELLOW SPOTLIGHT: ABUBAKARR BANGURA









Meet Abubackarr Bangura, a Cohort 6 Fellow who holds a Higher Teachers' Certificate (HTC) in Secondary Education from Ernest Bai Koroma University. Placed at Rashideen Islamic Primary School in Rogbeth Community, he teaches Primary 2 with a commitment to making learning engaging, accessible, and meaningful for every pupil.

For children at this foundational stage, understanding a lesson requires opportunities to see, practise, ask questions, and connect new ideas to familiar experiences. Abubackarr responds to this need by consistently incorporating teaching and learning aids into his lessons. These resources help make concepts more concrete, giving pupils additional ways to understand what they are learning and participate in classroom activities.

The materials he uses and the environment he maintains serve a clear purpose: to support understanding and make pupils active participants in their education. His practice recognises that children learn in different ways and that a teacher's preparation can make a meaningful difference in their classroom experience.
Through his leadership, commitment, and hard work, Abubackarr is contributing to positive learning outcomes among his pupils.

We wish him every success in his teaching, leadership and community service journey.

FELLOW SPOTLIGHT:YEAMA KALLON









Meet Yeama Kallon, a Cohort 7 Fellow teaching Early Childhood Development at MDEC Primary School in Foyah Brewah Community, Kori Chiefdom, Moyamba District. Since beginning her fellowship in September 2026, she has demonstrated how teacher leadership can bring a community together to expand learning opportunities.

Just one month into her journey, Yeama recognised a pressing need: the community had no dedicated ECD structure where its youngest learners could begin their education in a supportive environment. She engaged residents in conversations about the importance of early childhood education and encouraged them to take collective action. Inspired by her commitment, community members mobilised local resources and worked together to construct an ECD centre using locally available materials.

Today, the centre provides a space where Yeama supports young children as they take their first steps in learning.
Her initiative reflects Teaching As Collective Leadership—bringing people together around a shared commitment to children's futures.

We wish her every success as she begins her teaching journey and works to inspire positive change in her classroom and community.

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