



NATIONAL COUNCIL FOR CIVIC EDUCATION AND DEVELOPMENT

(NaCCED)

NATIONAL TRAINING WORKSHOP FOR CIVICS TEACHERS

16TH TO 27TH NOVEMBER 2022.

REPORT



Disclaimer

November 2022,

This training programme was sponsored by the Sierra Leone Free Education Project Secretariat (SL-FEPS) with funding from the World Bank, European Union, Irish Aid, and others, through the Ministry of Basic and Senior Secondary Education (MBSSE) in collaboration with the Teaching Service Commission (TSC) in Sierra Leone. However, the contents of this report are the sole responsibility of the National Council for Civic Education and Development (NaCCED), and do not necessarily reflect the views of the afore-mentioned partner institutions.

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ACRONYM

| | |
|------------------|--|
| CCTT | Child-Centered Teaching Techniques |
| DDs | Deputy Directors |
| FEPS – SL | Free Education Project Secretariat, Sierra Leone |
| LPM | Lesson Plan Manual |
| MBSSE | Ministry of Basic and Senior Secondary Education |
| NA | Not Applicable |
| NaCCED | National Council for Civic Education and Development |
| TSC-SL | Teaching Service Commission, Sierra Leone |

ACKNOWLEDGEMENT

The National Council for Civic Education and Development (NaCCED) wishes to thank the Ministry of Basic and Senior Secondary Education (MBSSE), the Teaching Service Commission (TSC-SL), the Free Education Project Secretariat (SL-FEPS) and their funding partners, for the supportive way in which they contributed to the results of the training programme across the country.

EXECUTIVE SUMMARY

This training program was implemented in two stages, each of which covered four days. The first stage of the implementation of the program covered eight districts simultaneously for two days in each district. Participants were drawn from each of the chiefdoms in every district which amounted to the total number of teachers selected in each district, based on the number of chiefdoms in the districts: Kailahun District -135 teachers, Pujehun District -128 teachers, Bonthe District-107 teachers and Western Rural District 124 teachers, were trained in day one simultaneously, while in day two, Kenema District-142 teachers, Bo District-142 teachers, Moyamba District 118 teachers and western Urban District 176 teachers were also trained simultaneously, which culminated in a sub total of 1072 teachers.

The second stage of the training followed the same pattern viz: Kono District-118 teachers, Falaba District-101 teachers, Karene District- 101 teachers, Kambia District -100 teachers, Tonkolili District – 153 teachers, Bonbali District- 114 teachers Koinadugu District-110 teachers, Port Loko District-131 teachers, with a sub total of 928 teachers. The grand total of teachers trained in the sixteen districts to serve as Civics teachers in their various schools was 2000 teachers.

The selection of teachers which was done by the Teaching Service Commission followed the same method in all districts. Social studies teachers were mostly selected in both primary and Junior Secondary Schools.

The training sessions in all the districts commenced with brief opening ceremonies attended by representatives of partners, including the Deputy Directors (DDs) of the Ministry of Basic and Senior Secondary Education(MBSSE), representatives from the Teaching Service Commission-Sierra Leone (TSC-SL), Sierra Leone Free Education Project Secretariat (SL-FEPS), and National Council for Civic Education and Development (NaCCED). Thematic areas of the training were: Rationale/justification of Civics, outline of Civics Syllabus, Civics syllabus

implementation guide line, learning outcomes, assessment methods, lesson notes and linking Civics with other subjects.

Background

The National Council for Civic Education and Development (NaCCED) had over the past three years developed teaching and learning materials for the reintroduction of Civics in the education system of Sierra Leone. These teaching and learning materials include a curriculum framework/syllabus and seven civics textbooks for both the Primary and Junior Secondary School levels.

Following the completion of the textbooks, NaCCED conducted series of National Training Programmes which were geared towards enabling teachers to effectively teach civics at the Primary and Junior Secondary School levels. The first training programme took place in 2020 and it was a Training of Trainers (ToT) workshop for 173 (134 male and 39 female) teachers. The ToT produced a team of peer-educators who had been facilitating the training of other teachers. The second training was organized between August and September 2022 for 436 teachers. Built into these training events were radio panel discussions and media coverage to raise public awareness.

Notwithstanding the two training programmes, the need still arose to train more teachers to match up with the number of schools in the country. Thus, a third national training programme was conducted from the 16th to 27th November 2022.

Strategy

The third national training programme was conducted at district level for 2000 teachers, which lasted for eight days (excluding travelling days) across the sixteen (16) districts in the country. The training was structured in stages of four districts and each stage was run simultaneously for two days. For example, stage one included Kailahun, Bo, Bonthe and Western Rural districts; stage two covered Kenema, Moyamba, Pujehun and Western Urban districts. The third stage

included Kono, Karine, Falaba and Kambia; while the last stage covered Port Loko, Tonkolili, Bombali and Koinadugu districts.

Because the turnout at the training centers was large, the participants were reorganized into small working groups to enhance effective learning and class control. Two facilitators (ToTs) and supervisors involving NaCCED, TSC and MBSSE staff were assigned to each working group.

Overall Goal

The overall objective of the training is to build the capacity of beneficiaries from the Primary and Junior Secondary School levels to teach Civics effectively and efficiently in the schools.

Specific Objectives

The training programme is guided by five main specific objectives:

- To help teachers identify the general topics and learning outcomes of the civics curriculum
- To introduce teachers to the specific learning outcomes at the various levels of learning
- To help teachers identify and practice the pedagogical approaches to the teaching and learning of civics
- To help teachers identify the prescribed assessment methods for civics teaching and learning
- To identify and discuss further emerging issues related to the effective teaching of Civics in schools.

Activities Undertaken

The training programme was carried out through series of activities, including:

- i. Pre-implementation planning and consultative meetings
- ii. Designing the scope of the training
- iii. Team formation and allocation
- iv. Selection of participants and trainers
- v. Conducting Pre-Evaluation exercise
- vi. Conducting training programme at district levels
- vii. Conducting Post-Evaluation exercise

viii. Report writing and submission

1.3 Pre-Implementation Planning and Consultative Meetings

There were several consultative meetings between NaCCED and partners prior to the training. The meetings were to agree on the scope, timing, and logistics for the training. The consultative meetings were the start of building partners' mutual acceptance and ownership of the entire programme. The partners included the Ministry of Basic and Senior Secondary Education (MBSSE), Teaching Service Commission Sierra Leone (TSC-SL) and the Free Education Project Secretariat (FEPS).

1.4 Scope of the Training Programme

The scope of the training covered the sixteen districts in Sierra Leone, covering 190 chiefdoms and 12 zones in the Western Rural and Urban as indicated in the table below:

| No | District | Number of chiefdoms/zones | Number of teachers |
|----|----------------------|---------------------------|--------------------|
| 1 | Kailahun | 15 | 135 |
| 2 | Kenema | 16 | 142 |
| 3 | Kono | 14 | 118 |
| 4 | Bo | 16 | 142 |
| 5 | Pujehun | 14 | 128 |
| 6 | Bonthe | 11 | 107 |
| 7 | Moyamba | 14 | 118 |
| 8 | Tonkolili | 19 | 153 |
| 9 | Bombali | 12 | 114 |
| 10 | Falaba | 13 | 101 |
| 11 | Koinadugu | 10 | 110 |
| 12 | Karene | 13 | 101 |
| 13 | Port Loko | 13 | 131 |
| 14 | Kambia | 10 | 100 |
| 15 | Western Rural (zone) | 04 | 124 |
| 16 | Western Urban (zone) | 08 | 176 |
| | | Total | 2000 |

Selection of Participants

A total of 2000 teachers were reached for the training. These teachers were selected from among the Primary and Junior Secondary School Education levels in their respective chiefdoms and zones. The level of competency of these teachers on Civics was assessed before the start of the training.

Programme of Events

The table below presents the programme of activities undertaken during the two days:

| TIME | EVENT | FACILITATOR |
|----------------|--|--------------------------|
| Day 1 | | |
| 8: 30 – 9: 00 | Registration Prayers | NaCCED Rep. |
| 9: 00 – 9: 15 | Opening remarks | DDE |
| 9: 15 – 10: 00 | Statements: Hon. Minister/Rep – MBSSE Representative – TSC –SL Representative – SL-FEPS Chairman – NaCCED/Rep | NaCCED Rep. |
| 10:00 – 10:15 | Breakfast | |
| 10: 15 – 10:30 | Introduction Exercise | NaCCED Rep. |
| 10:30 – 10:45 | Setting of ground rules | NaCCED Rep. & Trainers |
| 10:45 – 11:00 | Pre-evaluation of training by participants | Participants |
| 11:00 – 12:00 | Presentation and discussion on the rationale/justification and general learning outcomes of civics and the civic education in Sierra Leone | Trainer & NaCCED Rep. |
| 12: 00 – 1:00 | Discussion and group work on the methodology of teaching civics in Schools. | Trainers & NaCCED Rep. |
| 1: 00 – 2: 00 | Lunch | |
| 2:00 – 3:00 | Discussion on the outline of teaching syllabus for civics | Supervisor |
| 3:00 – 3:45 | Brainstorming on the civics syllabus implementation guidelines | Supervisor/Trainer |
| 3: 45 – 4:00 | Review of the day's activities/Assignment | Participants/Facilitator |
| Day 2 | | |
| 8: 30 – 9: 00 | Registration Prayers | NaCCED Rep. |
| 9: 00 - 9: 15 | Recap of day one's sessions | Trainers |
| 9:15 – 9:30 | Breakfast | |

| | | |
|----------------------|---|---------------------|
| 9:30 – 9:45 | Presentation on the syllabus outline | Supervisor |
| 9:45: – 10:45 | Group work on the syllabus outline | Trainer |
| 10:45 – 1:00 | Group presentations and critique | Participants/Groups |
| 1: 00 – 2: 00 | Lunch | |
| 2: 00 – 4: 00 | Micro-Teaching and critique on selected topic by groups | Participants |
| 4: 00 – 4: 15 | Post Evaluation of training by participants | Participants |
| 4:15 – 4:30 | Closing | Supervisor |
| 4: 30 – 5: 00 | Administrative matters | NaCCED Rep. |

Pre-Evaluation Exercise

At the start of the training on the first day, a pre-evaluation test was carried out to ascertain participants' level of knowledge, skills, and competency for the training. The information shared aided the facilitators in ensuring they address participants' competency gaps. Below is a template that was used to assess:

Name.....School.....Town.....

| No | Content | Evaluation | | | | |
|---|--|------------|----|----|---|----|
| A. What is your current baseline prior to this training? | | | | | | |
| 1 | Have you taken any training in civics prior to this one? | Yes | No | NA | | |
| 2 | Have you taught civics in school prior to this training? | Yes | No | NA | | |
| B. How would you rate your current ability in civics? | | | | | | |
| | | 1 | 2 | 3 | 4 | NA |
| 1 | Explain reasons for reintroducing civics in the school curriculum in Sierra Leone. | | | | | |
| 2 | Describe the general learning outcomes of the teaching of civics in school | | | | | |
| 3 | Develop scheme of work or syllabus implementation guidelines for civics | | | | | |
| 4 | Apply appropriate methodology in teaching civics | | | | | |
| 5 | Apply appropriate techniques to assess learners | | | | | |
| 6 | Prepare and deliver notes of lessons on civics | | | | | |
| 7 | Linking civics to other subjects | | | | | |
| 8 | How would you rate your current understanding of civics | | | | | |
| C. Summary scores | | | | | | |
| | What do you expect to learn from this training? | | | | | |
| | a) | | | | | |
| | b) | | | | | |
| | c) | | | | | |
| | d) | | | | | |
| | What are your concerns about this training? | | | | | |
| | a) | | | | | |

| | |
|--|----|
| | b) |
| | c) |

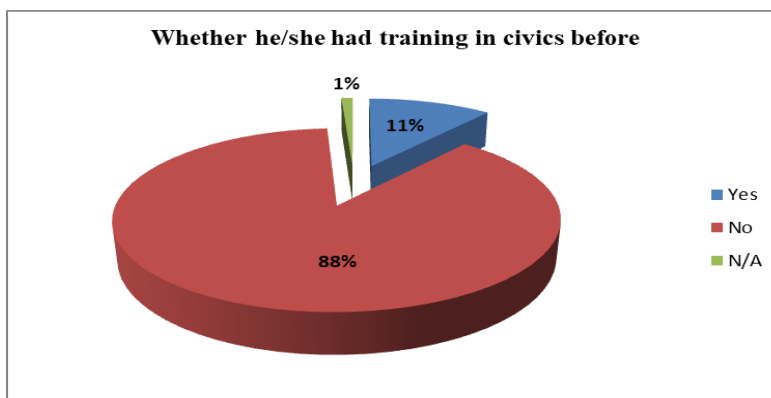
Note: 1 = Good; 2 = Adequate; 3 = Needs refresher; 4 = New to me; and NA = Not Applicable

A Sample of Pre evaluation Results: Kambia District as a Case-Study

Q1. Have you taken any training in civics prior to this one?

88 out of 100 participants had not taken any training in civics. See the table and graph below for details.

| Responses | Frequency |
|-----------|-----------|
| Yes | 11 |
| No | 88 |
| NA | 1 |
| Total | 100 |

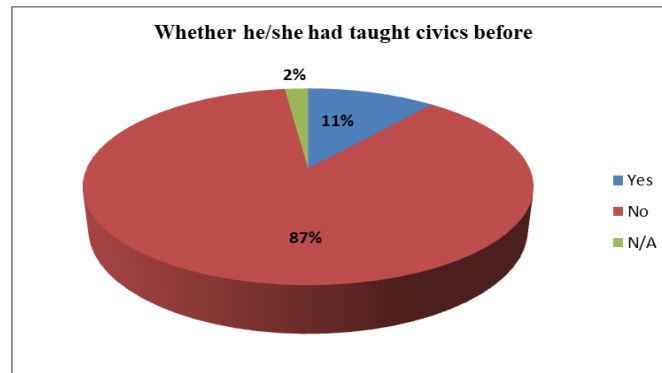


Q2. Have you taught civics in school prior to this training?

87 out of 100 participants said that they had not taught civics as indicated in the table and graph below.

| Responses | Frequency |
|-----------|-----------|
| Yes | 11 |
| No | 87 |

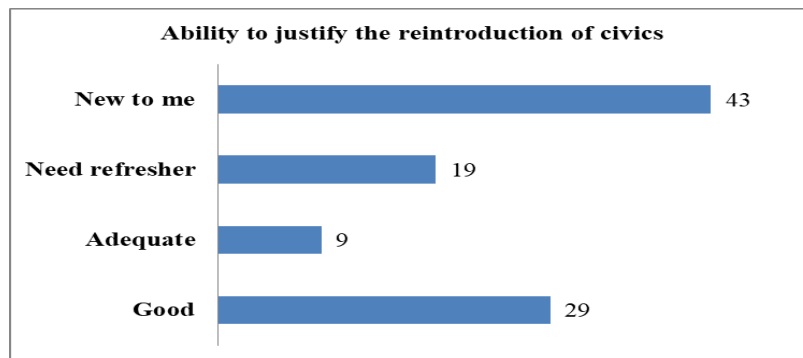
| | |
|-------|-----|
| NA | 2 |
| Total | 100 |



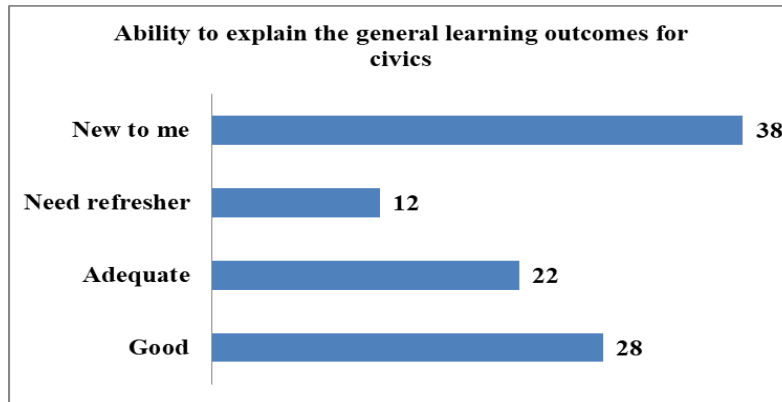
Q3. How would you rate your current ability in civics?

a) Able to explain why civics is reintroduced as a subject in the school curriculum in Sierra Leone. 43 out of 100 participants that responded to the above question said that the reasons for reintroducing civics were new to them; 29 and 9 participants said that they had good and adequate knowledge respectively about the reasons for civics reintroduction in the education system. 19 participants requested for a refresher training to have full knowledge about its reintroduction. See table and graph below:

| Responses | Frequency |
|-----------------|-----------|
| Good | 29 |
| Adequate | 09 |
| Needs refresher | 19 |
| New to me | 43 |
| Total | 100 |



b) Able to
the
learning



explain
general

outcomes of teaching civics in school.

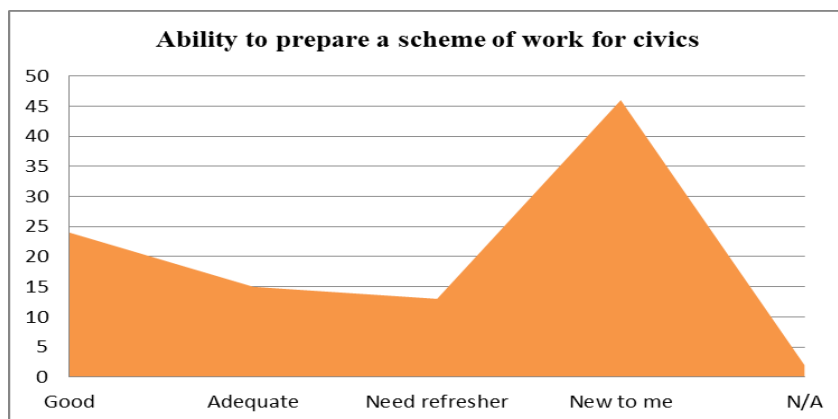
The table and graph below show that out of 100 participants that responded to the question above, 38 had no idea about the general learning outcomes expected from the teaching of civics in school, 28 and 22 had good and adequate ideas respectively. 12 participants requested for refresher training.

| Responses | Frequency |
|-----------------|-----------|
| Good | 28 |
| Adequate | 22 |
| Needs refresher | 12 |
| New to me | 38 |
| Total | 100 |

c) Able to develop scheme of work or syllabus implementation guide line for civics

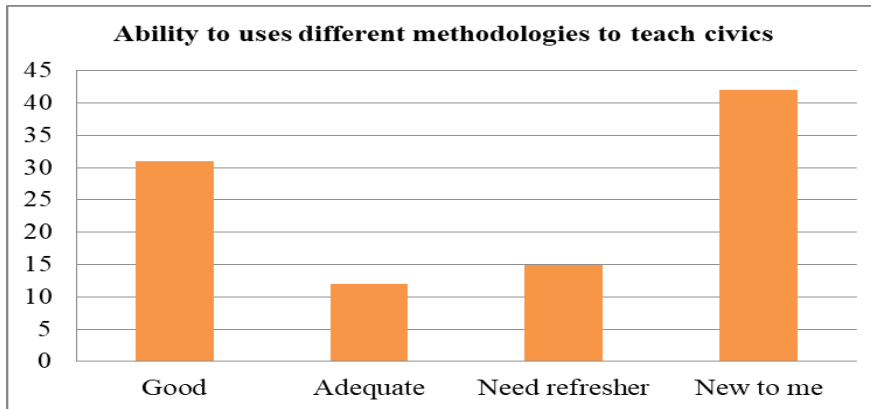
In terms of the ability to prepare a scheme of work for civics, the figures below indicate that 46 out of 100 participants were not able, while 24 and 15 participants had good and adequate knowledge respectively. 13 participants needed refresher training and 2 said that the question was not applicable to them.

| Responses | Frequency |
|------------------|------------------|
| Good | 24 |
| Adequate | 15 |
| Needs refresher | 13 |
| New to me | 46 |
| NA | 02 |
| Total | 100 |



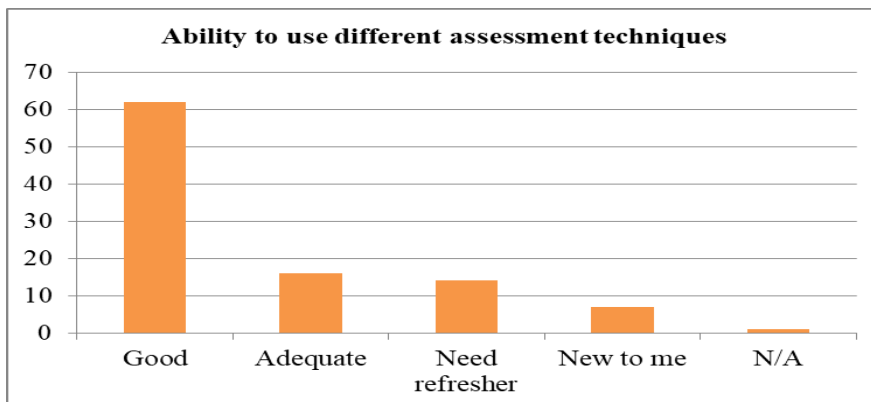
d) Able to apply appropriate methodology in teaching civics
According to the analysis as expressed in the table and graph below, 42 out of 100 participants said that the uses of different methodologies in teaching were new to them. However, 31, 12 and 15 participants had good, adequate and needed refresher training respectively.

| Responses | Frequency |
|------------------|------------------|
| Good | 31 |
| Adequate | 12 |
| Needs Refresher | 15 |
| New to me | 42 |
| Total | 100 |



e) Apply appropriate techniques to assess learners

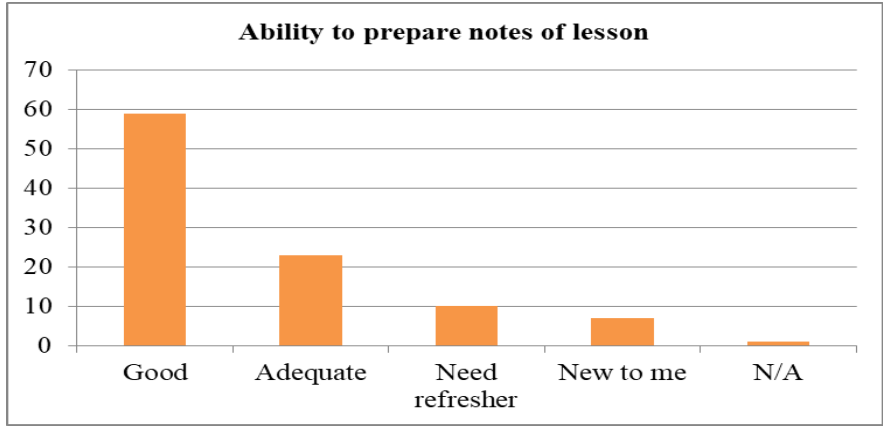
| Responses | Frequency |
|-----------------|-----------|
| Good | 62 |
| Adequate | 16 |
| Needs Refresher | 14 |
| New to me | 07 |
| NA | 01 |
| Total | 100 |



f) Able to prepare and deliver notes of lesson on civics

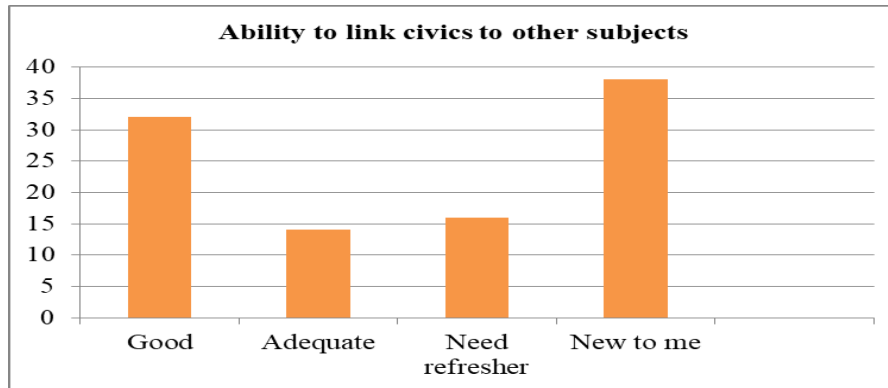
| Responses | Frequency |
|-----------------|-----------|
| Good | 59 |
| Adequate | 13 |
| Needs refresher | 10 |
| New to me | 07 |
| NA | 01 |

| | |
|-------|-----|
| Total | 100 |
|-------|-----|



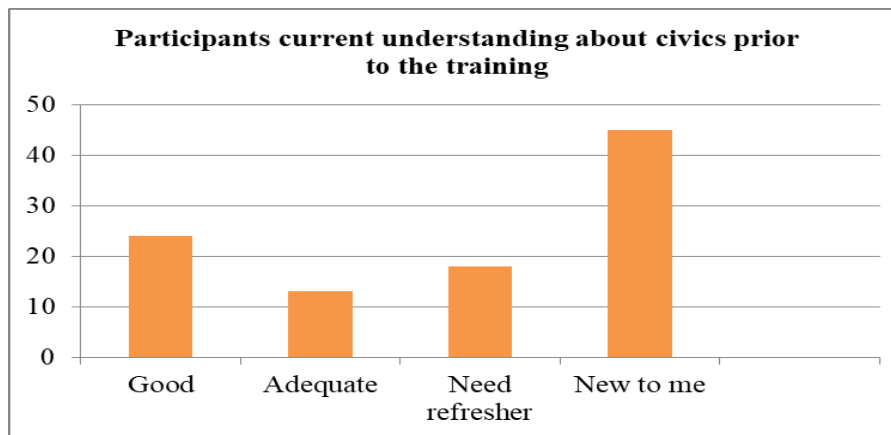
g) Able to link civics to other subjects

| Responses | Frequency |
|-----------------|-----------|
| Good | 32 |
| Adequate | 14 |
| Needs refresher | 16 |
| New to me | 38 |
| Total | 100 |



Q4. How would you rate your current understanding of civics?

| Responses | Frequency |
|-----------------|-----------|
| Good | 24 |
| Adequate | 13 |
| Needs refresher | 18 |
| New to me | 45 |
| Total | 100 |



Proceedings of the Training Process

Day One

Session 1: Climate setting

This session focused on registration, prayers, opening remarks and statements, introduction and setting of ground rules. On the first day, the training commenced with registration and breakfast between the hours of 8:30 am and 9:00 am. From 9:00 am to 10:30 am, the morning sessions

began with prayers in both Christian and Muslim faiths. These were followed by opening remarks and statements, self-introduction and setting of ground rules. All of these were done in order to set the climate for effective learning.

The other sessions on the programme continued after a breakfast from 11:15 a.m to 4:30 p.m with discussions, group work and presentations on thematic topics such as the rationale and justification of reintroducing civics in the new curriculum, general learning outcomes of civics, the outline of civics teaching syllabus and civics syllabus implementation guidelines.

The second day started with registration, prayers and a recap of the first day's activities. After that, discussions, group work and presentations were delivered on the civics syllabus outline. The afternoon sessions focused on micro-teaching by the groups. At the end of the sessions, a post-evaluation was carried out to ascertain the extent to which the training objectives were met, challenges encountered and recommendations for subsequent training programme.

Session 2: The Rationale and Justification for the Reintroduction of Civic Education in Sierra Leone

The facilitators and participants discussed the need to reintroduce Civics in Sierra Leone. Majority of the participants attributed both ethical and socio-economic challenges the country is facing to the lack of Civics in the school curriculum in the past. Most participants expressed optimism that the new subject could serve as panacea to most of the societal ills such as high level of corruption, tribalism, discrimination, hate speech, teenage pregnancy, and moral decadence among others. Many participants pointed out that the subject will serve as an eye-opener which will help learners become critical thinkers and know their rights and responsibilities. Most participants were also optimistic that the discipline will close the knowledge gap which had existed in the school system as a result of the lack of civics in the school curriculum and also serve as a vehicle which will take the citizenry from abysmal world of darkness to transcendental light.

Session 3: Group work on the General \Ultimate Learning Outcomes of Civic Education in Sierra Leone

The general\ultimate learning outcomes of Civics in Sierra Leone were discussed by participants and identified as follows:

- i. The socio economic and political stability of the country will be improved.
- ii. Citizens will acquire skills which will empower them to contribute meaningfully towards the development of the country.
- iii. There will be love and unity among citizens.
- iv. Corruption will be drastically minimized.
- v. There will be sustainable development in the country.
- vi. Citizens will exhibit high moral standards.
- vii. Citizens will have respect for the rule of law.
- viii. Incidents of violence will be minimized.
- ix. Sierra Leone will be a very peaceful country.

Session 4: Civic Education Teaching Methods

It was generally agreed that there are more Civics teaching methods to be added to those already stated in the syllabus. Some of the methodologies were identified and discussed as follows:

Play -way method: Pupils, especially at the lower levels, should be given playthings and allowed to interact with them with the teacher only guiding them. Evidence abounds that as pupils interact with the playthings they learn.

Assignment Method: Pupils should be given assignment to go and find out ways of solving identified problems in their communities.

Dramatization: Learners would be encouraged to dramatize how peace could return into their communities.

Enquiry Method: Learners should enquire about the root causes of the problems affecting them in their communities.

Questioning: Teachers ask questions related to the learning outcomes and allow pupils to answer them. This helps the teacher to know whether the topic was adequately comprehended by the pupils.

Session 5: Civics Syllabus Outline, Group work, presentation and Critique.

The facilitators and participants discussed the Syllabus outline for civics to find out whether it can fit into either the CCTT or LPM frameworks which teachers are currently using. The outline of the syllabus is structured along the lines of five key elements that are important for quality in teaching and learning. These elements were sketched and discussed in detail as presented in the table below:

| Suggested Topics/Themes/Units | Specific Learning Outcomes | Recommended Teaching Styles or Pedagogical Approaches | Assessment Methods | Suggested Learning & Teaching resources (Core/ Supplementary) |
|-------------------------------|----------------------------|---|--------------------|---|
| | | | | |
| | | | | |

The participants were divided into three groups to complete the table using selected topics from the civics textbooks. Discussions were made at group levels and a representative from each group made a presentation on behalf of their groups on the syllabus outline.

Session 6: Micro-teaching using lesson planning skills:

Micro-teaching gives teachers the opportunity to review their own performance and receive feedback on their ability and developing skill as a teacher. In this lesson, it was a way to prepare civics teachers to the real classroom setting. Thus, participants were divided into groups and asked to select a group member to teach a short lesson between 5 to 7 minutes to their peers on topic they personally have a passion for. Immediate feedback was given based on the use of the following skills:

- i. Introductory skill
- ii. Skill of probing question
- iii. Skill of explanation
- iv. Skill of stimulus variation
- v. Skill of writing on the flip chart/blackboard
- vi. Skill of achieving closure
- vii. Skill of reinforcement
- viii. Skill of using teaching and learning aids.

Session 7: Post-Evaluation

At the end of the two days training, a post-evaluation was conducted to help gauge the extent to which the training objectives were met, as well as assess the logistical arrangement and provide suggestions for subsequent training. Below is the format that was used to carry out the post-evaluation:

Post-Evaluation Form

Name.....School.....Town.....

| Content | | Evaluation | | | | | |
|-----------------------------------|--|------------|---|---|---|---|-----|
| | | 1 | 2 | 3 | 4 | 5 | N/A |
| A. Workshop Purpose | | | | | | | |
| 1 | Was the purpose of the workshop clear to you? | | | | | | |
| 2 | Did the workshop meet the stated purpose? | | | | | | |
| B. Workshop Content | | | | | | | |
| 1 | The structure and content of the workshop were useful and relevant | | | | | | |
| C. Trainers/Facilitators | | | | | | | |
| 1 | The comprehensiveness of topics presented | | | | | | |
| 2 | The ability to make the environment comfortable for you to ask questions | | | | | | |
| 3 | The ability to give satisfying answers | | | | | | |
| 4 | The facilitator/trainer charging you with enthusiasm and commitment | | | | | | |
| D. Workshop administration | | | | | | | |
| 1 | Workshop venue | | | | | | |
| 2 | Food | | | | | | |
| 4 | Workshop materials and facilities provided | | | | | | |
| E. Summary (Total scores) | | | | | | | |

| |
|---|
| What can be improved and how? (If you have marked 1 or 2; please explain why?) |
| What were the most useful parts of the workshop and why? (Please specify the two most valuable parts) |
| What were the least valuable parts of the workshop? What is the single part you found irrelevant and why? |
| What recommendation do you have for the future workshop? |

Note: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent, and N/A = Not Applicable

A Sample of Post-Evaluation Results

A. Purpose of the work shop

Was the purpose of the workshop clear to you?

| Responses | Frequency |
|--------------|------------|
| Poor | 03 |
| Fair | 00 |
| Good | 04 |
| Very good | 79 |
| Excellent | 14 |
| Total | 100 |

Did the workshop meet the stated purpose?

| Responses | Frequency |
|--------------|------------|
| Poor | 01 |
| Fair | 05 |
| Good | 04 |
| Very good | 14 |
| Excellent | 76 |
| Total | 100 |

B. Workshop content

The structure and content of the workshop were useful and relevant

| Responses | Frequency |
|-----------|-----------|
| Poor | 00 |

| | |
|--------------|------------|
| Fair | 00 |
| Good | 02 |
| Very good | 80 |
| Excellent | 18 |
| Total | 100 |

C. Trainers\Facilitators

1. The comprehensiveness of the topics

| Responses | Frequency |
|--------------|------------|
| Poor | 00 |
| Fair | 00 |
| Good | 06 |
| Very good | 76 |
| Excellent | 18 |
| Total | 100 |

2. The ability to make the environment comfortable for you to ask questions

| Responses | Frequency |
|--------------|------------|
| Poor | 00 |
| Fair | 00 |
| Good | 04 |
| Very good | 78 |
| Excellent | 18 |
| Total | 100 |

3. The ability to give satisfying answers

| Responses | Frequency |
|--------------|------------|
| Poor | 00 |
| Fair | 00 |
| Good | 06 |
| Very good | 14 |
| Excellent | 80 |
| Total | 100 |

4. The facilitator/trainer charging you with enthusiasm and commitment

| Responses | Frequency |
|-----------|-----------|
| Poor | 00 |
| Fair | 02 |

| | |
|--------------|------------|
| Good | 05 |
| Very good | 10 |
| Excellent | 82 |
| NA | 01 |
| Total | 100 |

D. Workshop administration

1. Workshop venue

| Responses | Frequency |
|------------------|------------------|
| Poor | 00 |
| Fair | 00 |
| Good | 09 |
| Very good | 12 |
| Excellent | 79 |
| Total | 100 |

2. Food

| Responses | Frequency |
|------------------|------------------|
| Poor | 00 |
| Fair | 02 |
| Good | 09 |
| Very good | 77 |
| Excellent | 12 |
| Total | 100 |

3. Workshop materials and facilities provided

| Responses | Frequency |
|------------------|------------------|
| Poor | 00 |
| Fair | 01 |
| Good | 03 |
| Very good | 14 |
| Excellent | 82 |
| Total | 100 |

Conclusion

Based on the above post evaluation results, it could be concluded that the training was successful with 85% turnout and acknowledged by almost all the participants as excellent and very good.

However, during the course of the training some lessons were learnt. These include the following:

- Not all of the schools have received the civics textbooks. At one point in a plenary discussion, teachers openly complained about textbooks not supplied to their schools. After a series of discussions, we realized that majority of the teachers do not know where to collect their supplies.
- The competency level of teachers in civics varied, not all of them would be competent enough to teach civics after this one off training.
- Some practical sessions took more time than allocated.
- More group work and group presentations were ensured by the facilitators, which help the participants, understand the training contents faster.
- The number of male participants selected from each district greatly outweighs that of the female participants.
- The number of teachers selected in each district for the training seriously under-represented the number of schools in the districts.
- Limited participation from private schools across the country

Recommendations:

- More female teachers to be invited in subsequent training programmes
- Additional civics teachers to be trained to match with the number of schools in the country.
- MBSSE to encourage the participation of private schools in subsequent training programmes.
- More days to be allocated to the training programme.