

FOURAH BAY COLLEGE • ENHANCE-GSL • ERASMUS+ CBHE

Engage To Empower, The FBC Reality

Enhance-GSL Community Engagement Activities Conducted by Fourah Bay College University of Sierra Leone

Civic education • literacy & learning • women's empowerment • leadership

Fourah Bay College (FBC), University of Sierra Leone • Community Engagement Unit

Freetown, Sierra Leone — April – June 2026



THE FBC-USL COMMUNITY ENGAGEMENT ACTIVITY PATHWAY

An account of four community-engagement activities conducted by FBC — from mandate to lasting impact.

01

Context & Mandate

ENHANCE-GSL and FBC's place within it.

02

FBC's Approach

How we engage: principles, roles & methods.

03

Policy & Literacy

Activity 1: Civic Education — 2: Literacy.

04

Empowerment & Leadership

Activity 3: Safe Space — 4: Women Leadership.

05

Impact & Allies

Results achieved, partnerships & lessons.

06

Continuation plan for FBC

Sustainability, next steps & discussion.

FBC ENHANCE-GSL

Enhancing Capacities for Sustainable Community Engagement.

Capacity Building in Higher Education initiative an Erasmus project, funded by the European Union to strengthening the bond between universities and society in Georgia and Sierra Leone.

- › FBC's Community Engagement Unit coordinated four student-engagement activities between April and June 2026.
- › Activities rang from civic education, governance, literacy support, and women's leadership & empowerment.
- › This report presents all four activities as fully conducted, with outcomes reviewed by their coordinators.
- › Direction: dialogue → implementation — Freetown 2025 conference & training week → Georgia 2026 follow-up.

6

Partner
Universities

4

Countries
United

4

Activities
Conducted

77

Students
Mobilised

CONSORTIUM • Univ. of Georgia • Sulkhan-Saba Orbeliani Univ. • Matej Bel Univ. • Univ. of Rijeka • University of Makeni • Fourah Bay College, Univ. of Sierra Leone (presenting)

Dialogue, Mentorship & Real Exposure

All four activities were delivered through direct student engagement — as policy authors, tutors, mentors and emerging leaders.



Listen First

Needs identified with schools, ministries, community centres & academic departments.



Co-Design & Mentor

Students, staff and community partners planned and delivered sessions together.



Reflect & Sustain

Feedback, reflections and personal commitments captured for lasting impact.

PRACTICES APPLIED ACROSS THE PORTFOLIO

Civic engagement & policy advocacy • Community-engaged learning (service-learning) • Mentorship-driven leadership development • Dialogue-based safe-space facilitation

Coordination, training, supervision, liaison, quality assurance & documentation led by the FBC Community Engagement Unit.

Four Activities — All Conducted

The complete FBC delivery record within this reporting period.

#	ACTIVITY CONDUCTED	SCALE	DURATION	STATUS
1	Civic Education & Governance Outreach	25 students • 2 ministries/agencies	5 days • 1–5 Apr 2026	✓ Conducted
2	Education Support & Literacy Enhancement	9 students • 3 school partners	1 day • 28 Apr 2026	✓ Conducted
3	Safe Space Workshop	21 female students • Cole Heart Centre	2 days • 19–20 Jun 2026	✓ Conducted
4	Women Leadership & Nation Building	22 female students • 2 departments	2 days • 15–16 Apr 2026	✓ Conducted

01

ACTIVITY 01 • CIVIC EDUCATION & GOVERNANCE

Policy Presentations to Government

✓ CONDUCTED

FBC-CCEGO

Coordinated by Issa Mansaray, Dr. Leonard Bangura, Joseph Nylander and Miss Lena Thompson, this activity brought FBC students together to draft original policy proposals and present them directly to government ministries and agencies, explaining each policy's purpose and its intended public benefit.

OBJECTIVES PURSUED

- › Build students' research, policy-writing and public-presentation skills through real institutional exposure.
- › Create a genuine channel between the University and national governance institutions.
- › Position students as active contributors to public policy discourse, not passive recipients.
- › Strengthen institutional relationships between FBC and government ministries and agencies.

25

STUDENTS
INVOLVED

4

STAFF
COORDINATORS

2

MINISTRIES &
AGENCIES

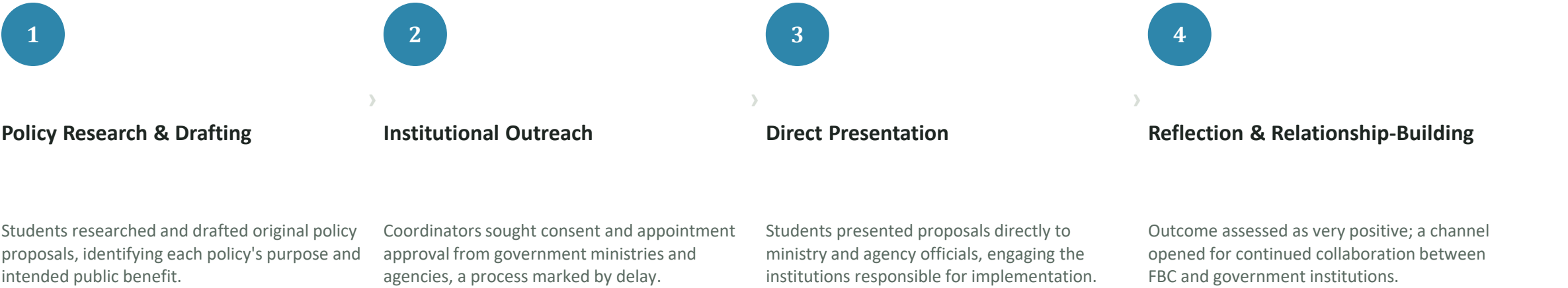
5 DAYS

1–5 APRIL
2026



How It Was Delivered

The key components and delivery flow of this activity, from design to reflection.



PRACTICE & BACKING • Student-led civic engagement • Policy advocacy — Coordinated by the FBC Community Engagement Unit with government ministries and agencies.

Benefits, Challenges & Lessons

What changed, what tested the team, and what carries forward.

COORDINATORS

Demonstrated the strength of a student-led civic-engagement model and strengthened institutional ties between FBC and government.

STUDENTS

Gained practical experience in policy drafting and public presentation, and the confidence of presenting to real institutions.

CHALLENGES ENCOUNTERED

- Releasing staff from their normal schedules was difficult, especially with no compensation offered.
- Coordinating students across the activity required sustained effort from the team.
- Securing consent and appointment approval from ministries and agencies involved repeated delays.

COMMUNITY

Ministries and agencies gained exposure to fresh, youth-informed policy perspectives, direct from the students who developed them.

OTHER STAFF

Found the experience educative and fulfilling, seeing students turn theory into practice before government officials.

FIELD REFLECTION

“Students are not only passive recipients of information but active contributors to public policy discourse.”

Evaluated through coordinator review, institutional feedback and student reflection following the presentations.

EVIDENCE OF ENGAGEMENT



Students presenting policy proposals to government ministry officials



Preparing policy briefs ahead of the presentations



Students and staff at a government ministry building

02

ACTIVITY 02 • EDUCATION & LITERACY

Education Support & Literacy Enhancement

✓ CONDUCTED

FBC-ESLEP

Coordinated by Dr. Leonard Bangura, Issa Mansaray and Dr Idriss Mamoud Tawarallie, FBC-ESLEP paired university students and lecturers with surrounding primary and secondary schools to strengthen literacy, numeracy and lifelong learning, while giving students real-world teaching practice.

OBJECTIVES PURSUED

- › Strengthen literacy, numeracy and lifelong-learning opportunities among pupils in surrounding schools.
- › Enable lecturers and students to apply academic knowledge in real educational settings.
- › Improve learner participation, confidence and a stronger reading culture.
- › Strengthen school–university partnerships and lecturers' community-based teaching and research.



9

STUDENTS
INVOLVED

4

STAFF
INVOLVED

3

COMMUNITY
PARTNERS

5

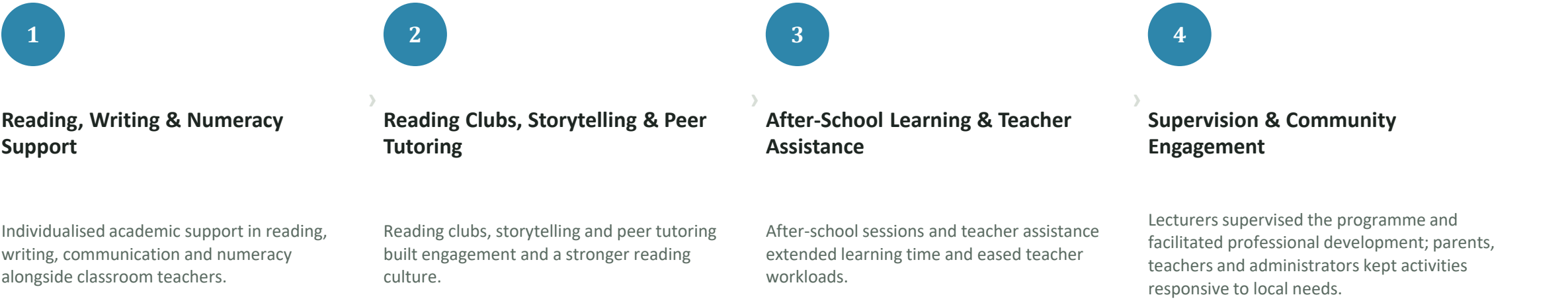
COMMUNITY
MEMBERS
BENEFICIARIES

1 DAY

28 APRIL
2026

How It Was Delivered

The key components and delivery flow of this activity, from design to reflection.



PRACTICE & BACKING • Community-engaged learning • Service-learning — Delivered with partner primary and secondary schools around Fourah Bay College.

Benefits, Challenges & Lessons

What changed, what tested the team, and what carries forward.

LECTURERS

Connected classroom teaching to community needs and strengthened community-based teaching, research and curriculum development.

STUDENTS

Gained practical teaching experience , lesson delivery, classroom management, communication, teamwork, mentoring and civic responsibility.

SCHOOLS & LEARNERS

Received additional academic support; learners gained literacy, numeracy, participation, confidence and a stronger reading culture.

COMMUNITY

Strengthened partnerships between FBC, schools, parents and community leaders around shared responsibility for education.

CHALLENGES ENCOUNTERED

- Difficult, in the local context, to bring people together for extended hours without food or transport allowances.
- Mobilising school-community stakeholders required constant phone calls and personal visits.
- Unstable electricity supply, with no dedicated budget to address it, made planning difficult.

FIELD REFLECTION

“The programme strengthens school–university partnerships and promotes lifelong learning.”

Evaluated through lecturer supervision, learner participation and feedback gathered from schools and parents.

EVIDENCE OF ENGAGEMENT



University students and community Teachers supported with basic skills in preparation of class materials.



Engagement with Teachers in Port Loko



Lecturers and students meeting with teachers and school administrators

03

ACTIVITY 03 • WOMEN'S EMPOWERMENT

Safe Space Workshop

✓ CONDUCTED

FBC Safe Space

Facilitated by Miss Arimah Bangura and Miss Diana Moseray of the Community Engagement Unit, this two-day workshop brought female FBC students together to build academic resilience, leadership and a sense of sisterhood through structured, dialogue-based sessions.

OBJECTIVES PURSUED

- › Empower young women through dialogue, mentorship and collective growth.
- › Build academic resilience, leadership and self-confidence.
- › Create a safe, judgement-free space to discuss academic pressure, stereotypes and well-being.
- › Establish peer-support and mentorship networks that outlast the workshop.

21

FEMALE
STUDENTS

2

STAFF
FACILITATORS

1

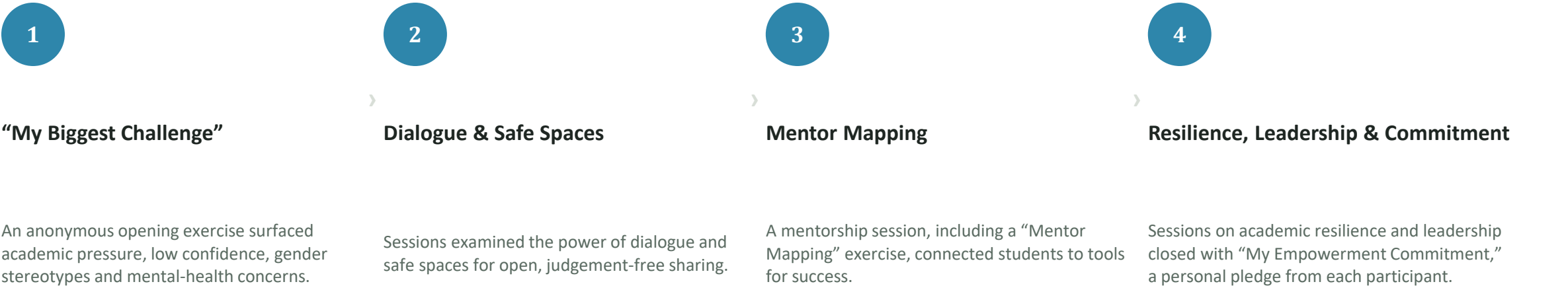
COMMUNITY
PARTNER

2 DAYS

19–20 JUNE
2026

How It Was Delivered

The key components and delivery flow of this activity, from design to reflection.



PRACTICE & BACKING • Dialogue-based, student-centred engagement — Facilitated by the FBC Community Engagement Unit with Cole Heart Centre, FBC.

Benefits, Challenges & Lessons

What changed, what tested the team, and what carries forward.

COORDINATORS

Reaffirmed student-centred, dialogue-based engagement and deepened insight into the challenges facing female students.

STUDENTS

Gained a safe space to share, greater confidence and self-awareness, and peer-support networks beyond the workshop.

COMMUNITY

Strengthened a pipeline of confident, resilient young women ready to lead and support one another.

OTHER STAFF

Gained a replicable model of safe-space facilitation other staff can adopt with students.

CHALLENGES ENCOUNTERED

- Building trust for sensitive, personal sharing required careful facilitation and time to ease initial hesitation.
- The breadth of topics — from well-being to leadership — was hard to cover in depth in the time available.
- Sustaining follow-up on participants' mentorship commitments will require continued coordination.

FIELD REFLECTION

“Empowered women empower women.”

Evaluated through facilitator observation and participants' shared reflections and empowerment commitments.

EVIDENCE OF ENGAGEMENT



Female students expressing their differences during the Safe Space Workshop



Facilitators leading the “Mentor Mapping” exercise



Participants sharing their “My Empowerment Commitment” pledges

04

ACTIVITY 04 • LEADERSHIP & NATION-BUILDING

Women Leadership & Nation Building

✓ CONDUCTED

WLNBI

Coordinated by two female lecturers and one female administrative staff member, this two-day programme equipped female students from Political Science and Peace & Conflict Studies with leadership knowledge and mentorship to strengthen their participation in nation-building.

OBJECTIVES PURSUED

- › Empower young women with leadership knowledge and skills.
- › Build confidence, self-awareness and capacity to contribute to national development.
- › Promote self-confidence, effective communication and critical thinking.
- › Establish mentorship between students and female staff, and promote gender inclusion.

22

FEMALE
STUDENTS

3

STAFF
COORDINATORS

2 DEPTS.

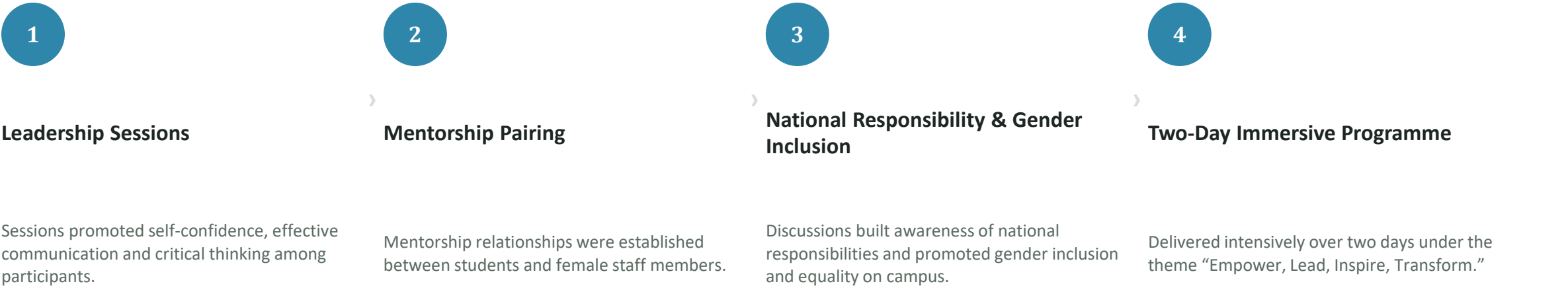
POLI. SCI. &
PEACE STUDIES

2 DAYS

15–16 APRIL
2026

How It Was Delivered

The key components and delivery flow of this activity, from design to reflection.



PRACTICE & BACKING • Mentorship-driven leadership development — Coordinated with the Departments of Political Science and Peace & Conflict Studies.

Benefits, Challenges & Lessons

What changed, what tested the team, and what carries forward.

COORDINATORS

Demonstrated the value of a mentorship-driven model and strengthened relationships between female staff and students.

STUDENTS

Gained practical leadership knowledge, greater confidence and self-esteem, and lasting mentorship relationships.

COMMUNITY

A cohort of young women better prepared to contribute to national development and gender inclusion.

OTHER STAFF

Fostered collaboration between academic and administrative staff — a fulfilling experience for facilitators.

CHALLENGES ENCOUNTERED

- Coordinating student and facilitator schedules across two days was difficult, especially for consistent attendance.
- The two-day timeframe made it hard to cover all intended leadership topics in depth.
- Securing adequate resources and materials for the sessions required additional planning and effort.

FIELD REFLECTION

“Empower, Lead, Inspire, Transform.”

Evaluated through facilitator observation, mentorship follow-through and participants' self-reported confidence gains.

EVIDENCE OF ENGAGEMENT



Female students taking part in leadership training sessions



Mentorship pairing between students and female staff



Photo of participants under the WLNBI programme theme

FBC-USL CROSS-ACHEIVEMENT



PERSONAL

Confidence, resilience
& leadership

EDUCATIONAL

Policy-writing, teaching
& facilitation craft

SOCIAL

Literacy, sisterhood
& gender inclusion

INSTITUTIONAL

Stronger FBC–community
bridges

Evidence: coordinator activity reports • participation records • reflection & empowerment commitments • stakeholder feedback

SUPPORTING PARTNERS

Every conducted activity stood on a coalition of staff, students and community allies.

01 • CIVIC EDUCATION

- ◆ FBC Community Engagement Unit
- ◆ Government ministries & agencies
- ◆ FBC students & coordinators

02 • LITERACY

- ◆ Partner primary schools
- ◆ teachers & administrators
- ◆ FBC lecturers & students

03 • SAFE SPACE

- ◆ Cole Heart Centre, FBC
- ◆ Community Engagement Unit facilitators
- ◆ Female student participants

04 • LEADERSHIP

- ◆ Dept. of Political Science
- ◆ Dept. of Peace & Conflict Studies
- ◆ Female staff mentors

FBC TEAM ROLE • Programme coordination • student & staff mobilisation • facilitation & mentoring • liaison with schools, ministries & partner centres • documentation & reporting

FOURAH BAY COLLEGE • ENHANCE-GSL

Thank You.

Four activities conducted. Seventy-seven students engaged. One enduring commitment to community.

QUESTIONS • REFLECTIONS • DISCUSSION

Community Engagement Unit • Fourah Bay College, University of Sierra Leone

Freetown, Sierra Leone — 2026

An Erasmus+ initiative funded by the European Commission.

