ENHANCE-GSL
UNIMAK

Engagement in Action *at UNIMAK*

Report on the Community Engagement Activities Conducted by the University of Makeni within the Enhance-GSL Project

Literacy • health advocacy • climate action • entrepreneurship

University of Makeni (UNIMAK) • Community Engagement Team
Makeni, Sierra Leone — September-October 2026

PRESENTATION ROADMAP

Our Journey Today

An account of four activities conducted — from mandate to lasting impact.

01 Context & Mandate

ENHANCE-GSL and UNIMAK's place within it.

02 UNIMAK's Approach

How we engage: principles, roles & methods.

03 People First

Activity 1: Literacy — 2: Health campaigns.

04 Place & Prosperity

Activity 3: Environment — 4: Enterprise.

05 Impact & Allies

Results achieved, partnerships & lessons.

06 What Endures

Sustainability, next steps & discussion.

UNIMAK within ENHANCE-GSL

Enhancing Capacities for Sustainable Community Engagement.

An Erasmus+ Capacity Building in Higher Education initiative, funded by the European Commission — strengthening the bond between universities and society in Georgia and Sierra Leone.

- UNIMAK co-hosted the milestone Freetown conference & training week (Oct 2025).
- UNIMAK established a dedicated Community Engagement Unit — the permanent home of this work.
- This report presents four student-engagement activities fully conducted by UNIMAK teams.
- Trajectory: dialogue → implementation — Freetown 2025 → Georgia 2026.

6
Partner Universities

4
Countries United

4
Activities Conducted

95–145
Students Mobilised

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

HOW UNIMAK ENGAGES

One Dimension, One Discipline

All four activities were delivered through student engagement — students as tutors, ambassadors, stewards and mentors.

I

Listen First

Needs identified with leaders, teachers, parents, health workers & assessments.

II

Co-Design Always

Students, staff & communities planned jointly — shared ownership throughout.

III

Supervise & Reflect

Trained delivery, close supervision, journals, debriefs & evaluation.

PRACTICES APPLIED ACROSS THE PORTFOLIO

Community-engaged learning (service-learning) • Student volunteering • Advocacy & civic engagement • Educational service projects

Coordination, training, supervision, liaison, quality assurance & documentation led by the UNIMAK engagement team.

PORTFOLIO OVERVIEW

Four Activities — All Conducted

The complete UNIMAK delivery record within this reporting period.

#	ACTIVITY CONDUCTED	SCALE	DURATION	STATUS
1	**Student-Led Community Literacy & Learning Support**	10–20 tutors • partner schools	1 month • weekly sessions	✓ Conducted
2	**Student Community Health Awareness & Advocacy**	25–35 ambassadors • clinics & NGOs	8–10 week campaign	✓ Conducted
3	**Student-Led Sanitation & Climate Action**	40–60 volunteers • councils & EPA	Flagship + follow-ups	✓ Conducted
4	**Student Community Entrepreneurship & Skills**	20–30 facilitators • youth & women	1 month • workshops	✓ Conducted

ACTIVITY 01 • EDUCATION

01

Literacy & Learning Support

✓ CONDUCTED

Over a one-month period, UNIMAK mobilised 10–20 student volunteers as tutors and mentors for pupils in underserved communities around Makeni — delivering after-school lessons, reading clubs, homework support and motivational mentoring.

OBJECTIVES PURSUED

- Strengthen students' practical teaching, mentoring & communication skills.
- Improve literacy, numeracy & learning outcomes among primary and secondary pupils.
- Deepen experiential learning and outreach at departmental level.
- Advance UNIMAK's mission of community service & human capital development.

10–20	1 MONTH	SCHOOLS
STUDENT TUTORS	WEEKLY SESSIONS	NEARBY PARTNERS

How It Was Delivered

A five-stage delivery chain — from listening to documented learning.

1

Needs Assessment

Met school administrators, teachers, parents & leaders; ran basic learner assessments to map literacy gaps.

2

Student Training

Trained tutors in child protection, ethics, lesson planning, communication & cultural sensitivity.

3

Co-Design

Students, school staff & community representatives jointly planned sessions for relevance & ownership.

4

Delivery

After-school lessons, reading clubs, homework support & motivational mentoring, supervised throughout.

5

Monitoring & Study

Supervision visits, attendance tracking & feedback; reflective journals, group reflections & learning reports.

PRACTICE & BACKING • Service-learning • Volunteering • Educational service project — Led by Faculty of Education & Social Sciences with partner schools and local education authorities.

Outcomes, Challenges & Lessons

What changed, what tested us, and what we carry forward.

RESULTS ACHIEVED

PERSONAL • Growth in empathy, leadership & confidence among tutors.

EDUCATIONAL • Stronger tutoring, facilitation & mentoring craft.

SOCIAL • A renewed culture of learning in host communities.

ORGANISATIONAL • Deeper, lasting university–school partnerships.

SOURCE	BARRIER FACED	HOW UNIMAK OVERCAME IT
Management	Logistics & transport limits	Nearby schools + integration into academic programmes
Colleagues	Supervision time pressures	Shared supervision & rotation system
Students	Competing academic load	Clear scheduling + academic recognition
Community	Unrealistic expectations	Transparent communication & defined scope

FIELD REFLECTION • ***"Students are not only learners, but valuable contributors to social development."*** *— Evaluated through student learning outcomes, learner progress, community satisfaction & sustainability potential — reports and feedback tools.*

Moments from the Field

Facilitating Community Learning Through Interactive Teaching and Knowledge Sharing

Community Engagement in Action: Participants and Facilitators During Field Activities

Supporting Learning and Community Participation Through Classroom-Based Engagement

ACTIVITY 02 • HEALTH

02

Health Awareness & Advocacy

✓ CONDUCTED

Across an 8–10 week campaign, 25–35 UNIMAK students served as health ambassadors — planning and delivering awareness and advocacy on sanitation, nutrition, mental health, maternal health and disease prevention with professionals.

OBJECTIVES PURSUED

- Build students' advocacy, communication & community-mobilisation skills.
- Promote healthy, preventive behaviours across participating communities.
- Strengthen UNIMAK's contribution to public-health education.
- Model culturally sensitive, sustainable health promotion.

25–35	8–10 WKS	CLINICS
HEALTH AMBASSADORS	STRUCTURED DRIVE	NGO & LEADER ALLIES

How It Was Delivered

A five-stage delivery chain — from listening to documented learning.

1

Health Priorities

Consulted health workers & community representatives to identify priority health needs.

2

Ambassador Training

Trained students in health communication, ethics & community mobilisation.

3

Co-Design

Campaign co-designed with students, health professionals & community leaders.

4

Delivery

Sensitisation sessions, educational materials & healthy-behaviour advocacy in communities.

5

Monitoring & Study

Weekly check-ins, supervision & community feedback; surveys, participation records, debriefs & essays.

PRACTICE & BACKING • Civic engagement • Advocacy • Volunteering — Delivered with the health sciences faculty, local clinics, NGOs, student health clubs & guest facilitators.

Outcomes, Challenges & Lessons

What changed, what tested us, and what we carry forward.

RESULTS ACHIEVED

STUDENT GROWTH • Sharper leadership, advocacy & public-speaking skills.

COMMUNITY HEALTH • Greater awareness and uptake of preventive practices.

COLLABORATION • Stronger institutional–clinic–community ties.

SUSTAINABILITY • Culturally grounded messages that outlast the campaign.

SOURCE	BARRIER FACED	HOW UNIMAK OVERCAME IT
Management	Limited funding	Leveraged health-agency partnerships
Colleagues	Limited health expertise	Invited guest facilitators
Students	Public-speaking anxiety	Training & mentorship
Community	Entrenched cultural beliefs	Engaged trusted community leaders

FIELD REFLECTION • ***"Sustainable, culturally sensitive prevention outlasts any single campaign."*** — *Evaluated through community surveys, participation records and student reflective reports.*

Moments from the Field

Supervisors, staff, and student ambassadors during a collaborative health awareness session

Supervisors, staff, and student ambassadors during a collaborative health awareness session

Student participants using advocacy messages to promote health awareness and public engagement

ACTIVITY 03 • ENVIRONMENT

Sanitation & Climate Action

✓ CONDUCTED

03

UNIMAK's largest mobilisation — 40–60 student volunteers — delivered a flagship environmental intervention with follow-up engagements: community clean-ups, waste-management education and tree planting across Makeni communities.

OBJECTIVES PURSUED

- Promote environmental cleanliness & sustainable practice in communities.
- Enhance student leadership through action-based learning & advocacy.
- Support local environmental action alongside councils & agencies.
- Cultivate lasting student environmental stewardship.

40–60	FLAGSHIP	EPA
STUDENT VOLUNTEERS	+ FOLLOW-UPS	COUNCIL PARTNERS

How It Was Delivered

A five-stage delivery chain — from listening to documented learning.

1

Site Assessment

Environmental assessments & stakeholder consultations scoped sites and priorities.

2

Safety Training

Briefed volunteers on safety, ethics & sound waste management; risk plans in place.

3

Joint Planning

Planned together with community leaders to secure ownership from day one.

4

Delivery

Team-based clean-ups, waste education & tree planting, supervised on site.

5

Monitoring & Study

Supervision, activity logs & group discussions; community feedback & student reflections documented.

PRACTICE & BACKING • Service project • Volunteering — Delivered with the Environmental Protection Agency, local councils, student environmental clubs & community action teams.

Outcomes, Challenges & Lessons

What changed, what tested us, and what we carry forward.

RESULTS ACHIEVED

CLEANER SPACES • Visibly cleaner, healthier neighbourhoods.

CONSCIOUS STUDENTS • Environmentally aware, action-ready graduates.

LOCAL OWNERSHIP • Communities equipped to maintain shared spaces.

PARTNERSHIPS • Enduring council, EPA & community alliances.

SOURCE	BARRIER FACED	HOW UNIMAK OVERCAME IT
Management	Limited tools & equipment	Partnered with local councils
Colleagues	Safety concerns	Full risk-assessment plans
Students	Physical demands	Team-based approach
Community	Maintenance challenges	Promoted local ownership

FIELD REFLECTION • ***"When students lead, communities take ownership of shared spaces."*** — *Evaluated through community feedback and structured student reflections.*

Moments from the Field

Students and facilitators after a joint environmental clean-up activity

Students working together during a practical environmental clean-up exercise

Student volunteers engaged in collaborative action to promote a cleaner and healthier community environment

ACTIVITY 04 • ENTERPRISE

04

Entrepreneurship & Skills

✓ CONDUCTED

Over one month, 20–30 UNIMAK students mentored youth and women's groups in entrepreneurship, financial literacy and employability — through participatory workshops, coaching sessions and peer mentoring.

OBJECTIVES PURSUED

- Strengthen employability & enterprise skills in communities.
- Deepen student learning by applying theory to livelihoods.
- Support community economic resilience, especially for youth & women.
- Raise UNIMAK's profile as a development partner.

20–30	1 MONTH	HUBS
STUDENT FACILITATORS	INTENSIVE PROGRAMME	NGO NETWORK

How It Was Delivered

A five-stage delivery chain — from listening to documented learning.

1

Needs Assessment

Consultations & assessments mapped skills gaps among youth and women's groups.

2

Facilitator Training

Built students' facilitation craft plus ethics for community work.

3

Co-Creation

Programme co-created with community groups for fit and ownership.

4

Delivery

Participatory workshops, coaching sessions & peer mentoring, adapted to literacy levels.

5

Monitoring & Study

Progress reviews & mentoring; skills assessments, surveys, journals & showcase presentations.

PRACTICE & BACKING • Community-engaged learning • Service project — Backed by the business faculty, entrepreneurship hubs & NGO partners; groups engaged as co-creators.

Outcomes, Challenges & Lessons

What changed, what tested us, and what we carry forward.

RESULTS ACHIEVED

SKILLED STUDENTS • Confident, work-ready graduate facilitators.

EMPOWERED GROUPS • Youth & women equipped to earn and grow.

RESILIENCE • Stronger household & community economic footing.

VISIBILITY • UNIMAK recognised as an enterprise partner.

SOURCE	BARRIER FACED	HOW UNIMAK OVERCAME IT
Management	Funding limitations	Partnerships & grant-seeking
Colleagues	Availability constraints	Shared facilitation model
Students	Facilitation inexperience	Dedicated capacity-building
Community	Mixed literacy levels	Practical, hands-on methods

FIELD REFLECTION • ***"Economic empowerment begins the moment knowledge meets livelihood."*** — *Evaluated through skills assessments, participant surveys and reflection reports.*

CROSS-CUTTING IMPACT • ALL FOUR ACTIVITIES CONDUCTED

What UNIMAK Achieved Together

95–145
Student volunteers mobilised & trained

4
Activities fully conducted

4
Community fronts served

100s
Lives touched around Makeni

PERSONAL
Empathy, leadership & confidence

EDUCATIONAL
Tutoring, advocacy & facilitation craft

SOCIAL
Healthier, greener, learning communities

ORGANISATIONAL
Stronger UNIMAK–community bridges

Evidence: learner progress reviews • participation records • satisfaction surveys • reflective reports & journals

STRONGER TOGETHER

Partnerships Behind Delivery

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

01 • LITERACY

- Faculty of Education & Social Sciences
- Student volunteer groups
- Partner schools & education authorities
- University learning materials

02 • HEALTH

- Nursing and Allied Health sciences faculty
- Local clinics & NGOs
- Student health clubs
- Guest facilitators & community leaders

03 • ENVIRONMENT

- Environmental Protection Agency
- Local councils
- Student eco-clubs
- Community action teams

04 • ENTERPRISE

- Faculty of Commerce and Management
- Entrepreneurship hubs
- NGO network
- Youth & women's groups as co-creators

UNIMAK TEAM ROLE • Programme coordination • student training & supervision • liaison with schools, clinics, councils & hubs • quality assurance, documentation & reporting

SUSTAINABILITY & THE ROAD AHEAD

What Endures at UNIMAK

From conducted activities to permanent institutional culture.

01

CE Unit

Operationalise UNIMAK's Community Engagement Unit — the permanent home of this work.

02

Manual

Translate and contextually adapt the Community Engagement Manual for Sierra Leone.

03

Georgia 2026

Present UNIMAK's results at the follow-up international conference.

04

Scale & Embed

Integrate service-learning into curricula; grow mentors, grants & community networks.

OUR COMMITMENT • **Every lesson from these conducted activities becomes lasting UNIMAK structure — engagement that endures.**

UNIVERSITY OF MAKENI • ENHANCE-GSL

Thank You.

Four activities conducted. Hundreds of lives touched. One enduring commitment.

QUESTIONS • REFLECTIONS • DISCUSSION

Community Engagement Team • University of Makeni (UNIMAK)

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