



Monitoring and Evaluation Report
January - June 2018

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Table of Content	Page
Introduction	3
Overview of Activities	4
PILLAR ONE - Scholarship	4
Formal education	4
Application and selection process for new students	5
Due Diligence on educational institutes	6
PILLAR TWO - Skills class	8
Skills classes	8
Development of Computer Skills workbook	9
End of Semester Trainer Meeting	9
PILLAR THREE - Personal guidance	10
Personal guidance sessions	11
Group guidance sessions	11
Programme related activities	12
Internships	12
General outreach	14
Training of Trainers	16
Museum visits	16
Ramadan Dinner	17
Student/guardian meeting	18
The Organisation	20



Introduction

Schooling for Life is an educational organisation that empowers youth through the Skills for a Successful Future Programme. The Skills for a Successful Future Programme has three pillars - Scholarships, Employability skills training and Personal guidance. Due to the fact that the progress of the academic year is contingent on the teaching within the respective institutes, Schooling for Life has students in the programme who have officially finished the programme of the organisation (pillars two and three) but are still pursuing their diploma. These students are referred to as year 3 students in this report.

The students who, as of the start of the 2017 – 2018 academic year, are in their second year of all three pillars, are referred to as year 2 students.

The reporting time line for Schooling for Life is on a six-month basis. This report covers activities planned for and implemented from January to June 2018. Within this reporting period, Schooling for Life has implemented various activities that fall within or are related to the three pillars; pillar one covers all activities that have to do with the formal education (scholarship) segment of the Skills for a Successful Future Programme, pillar two covers all activities that are related to the employability skills training, while pillar three covers activities that fall in the personal guidance segment. There are other activities that are indirectly related to the pillars as they address the development of the students or the programme as a whole but do not fall under the three pillars directly. These activities are reported on under “Programme related activities”.

At the end of every reporting period, the organisation evaluates what went well and what can be improved upon going forward. This report will therefore cover those aspects whilst also taking into account things that needed to be improved upon in the previous reporting period, which were:

- Outreach and visibility of the programme
- Improvement in our level of collaboration with line ministries
- Proceed on plans and collaboration with employers for students’ internship
- Employ affirmative actions for year 3 students to improve on their attendance.

These points were taken into consideration over the reporting period under review. In that light, during the covered period in this report, the following were done as a follow up from the previous report:

- Completed a curriculum for computer studies.
- Engaged the services of interns to train year 2 computer studies in skills class.
- Conducted a student outreach training.
- Engaged students in outreach during the recruitment process.
- A map of companies for possible internships was updated (needs further work).
- Initiate plan for placement of students in internship opportunities (updating students’ profile and planned assessment).



- Completed due diligence on institutes (including new ones) for possible placement of new students

Overview of activities January - June 2018

- Initiated the due diligence on educational institutes
- Application and selection process of new students for 2018/19 academic year
- General outreach training
- Students outreach
- Training of trainers
- Continuation of skills classes
- Continuation of personal guidance
- Museum visit
- Ramadan Dinner
- Developed a Computer skills curriculum

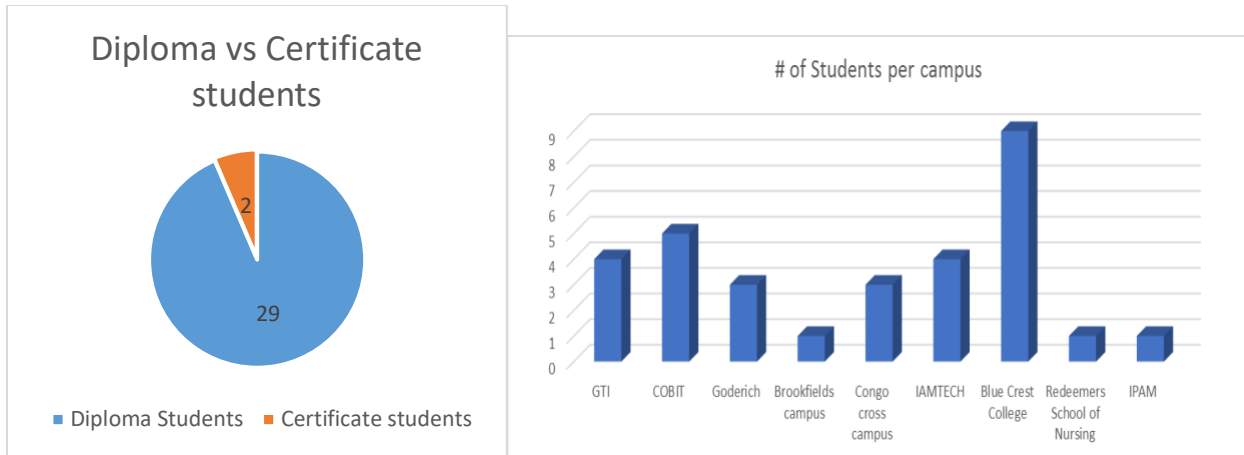
PILLAR ONE - Scholarships

Formal education

Schooling for Life has 31 students (both year 2 and 3) enrolled in various tertiary technical vocational institutions in Freetown. Year 2 students are in the second year of formal education in the following institutions and courses. The breakdown of students' enrolment is as follows:

Courses and categories	GTI	COBIT	MMCET			IAMTECH	Blue Crest College	Redeemers School of Nursing	IPAM	
			Goderich	Brookfields campus	Congo cross campus					
Year 2 students										
Diploma in Electrical Engineering	3									
Diploma in Mechanical Engineering	1									
Diploma in Network Engineering		1								
Diploma in Database Administration		4								
Diploma in Business Administration						2				
Diploma in Social Work			3							
Diploma in Banking and Finance						2				
Year 3 students										
Diploma in Web Development							2			
Diploma in Network Engineering							7			
Certificate in Tourism Management				1						
Certificate in Civil Engineering					1					
Diploma in Secretarial Studies					2					
Diploma in Human Resources Management									1	
Diploma in Nursing								1		
	GTI	COBIT	MMCET			IAMTECH	Blue Crest		IPAM	
	GTI	COBIT	Goderich	Brookfields campus	Congo cross campus	IAMTECH	Blue Crest College	Redeemers School of Nursing	IPAM	Total
	4	5	3	1	3	4	9	1	1	31





As at reporting period, most second year students have taken their national exams for their college diplomas including those being examined by the National Council for Technical and Vocational and other Awards (NCTVA). Their skills classes are in progress and are planned to all finish by July this year.

The colleges all run on different academic calendars (two or three academic periods per year). The students at the Government Technical Institute (G.T.I) are in their second year and are awaiting their second semester examination results which marks the end of the academic year. The students at Milton Margai College of Education and Technology (MMCET) are in the second semester of their second year and are in preparation for the NCTVA Diploma Examination. The COBIT Students are currently in the third module of their first academic year and are preparing to take their end of module (N+) examination in July 2018 to move on to the second year. The IAMTECH students are awaiting their first semester examination results and are currently in their second semester to also work towards the end of Diploma course NCTVA exams.

Year 3 students still continue their formal education in their various institutes: Two Software Engineering students at BlueCrest College have completed their Honours Diploma in Software Engineering and are currently doing their Web Development programme, which they will finish in October 2018. The seven Network Engineering students at the BlueCrest College are now in their second semester of their final year, which they will also finish in October 2018. The two Secretarial Studies students at MMCET are preparing for their end of course NCTVA Diploma examination.

Our Nursing student at Redeemers School of Nursing, is standing out in every way. She is currently in her second year and came in second in her class out of 128 students and first in Math in the end of year exams.

Application and selection process of new students for 2018/19 academic year

Schooling for Life opened the application process for new students for the 2018/19 academic year on the 26th February 2018. A total of 84 applications were received and subjected to a selection process. The opening of the application process fell in the same period as the

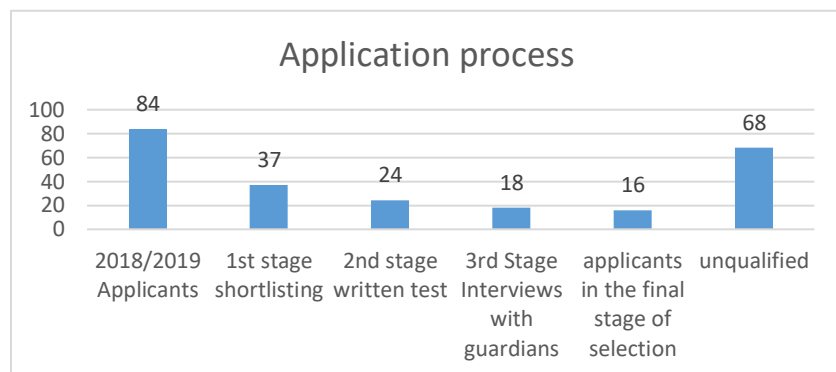


national presidential election campaigns. For this reason, the organisation needed to intensify the outreach to reach the public through the media attention that was focused on the national elections. Details on the outreach will be covered in the segment – 'Programme related activities'.

During the selection process, we paid attention to entry criteria which, amongst others, requires applicants to have credit in both Maths and English Language, motivation letter, originals of recommendation letters and statements of results. These requirements were taken into serious account to determine the suitability of applicants. We had successive shortlists from 84 to 37 applicants for first oral interviews, then 24 for written assessment from which group 18 applicants were invited for interviews with their guardians. The final selection and placement of applicants in various institutes will be covered in the next reporting period.

Breakdown of the application process

	Application process	% compared to total applied
2018/2019 Applicants	84	100%
1st stage shortlisting	37	44%
2nd stage written test	24	29%
3rd Stage Interviews with guardians	18	21%
applicants in the final stage of selection	16	19%
unqualified Total	68	81%
	84	100%



Due Diligence on educational institutes

Prior to the start of each academic year, since 2014, Schooling for Life does due diligence on the relevant educational institutes in Freetown to determine where to place new students for



the upcoming academic year. The due diligence was also initiated for next academic year and institutes are yet to be selected for placement of students. The final selection of institutes will be covered in the next reporting period. The due diligence conducted during the period under review served the following purpose:

- To assess the suitability of institutes across Freetown (whether currently working with Schooling for Life or not) for the placement of new students for the 2018/19 academic year.

Successes

- There has been overall steady progress of our students in their various institutes from one level to the next. During the course of this reporting period, we continued to monitor the progress of 14 out of 15 of our year 3 in their various institutes and/or engagements. They have maintained progress as reported in the last report. We still have a challenge in getting results released for two of our year 3 students from the NCTVA.
- Year two students are also steadily going through their exams and are showing progress in their internal assessments. Three students from the year 2 batch will be attempting the NCTVA exams for which we have paid the examination fees and outcome of exams will be reported against the next reporting period. Others will be taking their final exams with other examining bodies and details will be covered also in the next reporting period.
- Our recent visits to various institutes during due diligence has enabled us to further strengthen our collaboration, and update contacts and focal persons in the respective institutes to be providing needed information from the various institutes.
- The organisation continually receives positive feedback from various institutes attended by our students, commending their dedication to their studies, their willingness to support other students and their regular and timely attendance.
- We also succeeded in bringing to the attention of various administrative heads the issue of delays in providing us with students' progress reports from the various exams offices. There have been some further assurances from institutes to improve on this moving forward. We should be able to assess levels of improvement by next reporting period.
- We still continue to monitor year 3 students; some of whom are balancing their time between their institutes and their work, as they have secured jobs with employers as employees or as interns.

Challenges

- In spite of the progress the students make in their formal institutes, we still have a challenge in the prompt release of results of students' exams. The status is still the same as reported in the previous reporting period for two students whose results have not been released by NCTVA after a year. This is holding back the development of the students in the programme and continues to be a challenge.



- Much has not changed in the various institutes providing definite timelines for start and end of modules, which has created difficulty for us as an organisation to assess real time progress of our students.
- Getting students' transcripts and progress reports from the exams offices in the various institutes proves a continuous challenge, which sets back the monitoring and evaluation process of the organisation. We hope that our recent engagements with various administrative departments will reverse this trend.
- One institute was reluctant to talk with Schooling for Life during the due diligence stating that they keep responding to our questions every year but get no applicants from us in the end. We pride ourselves on the fact that our collaboration with institutes is based on them meeting certain standards that will enhance the learning process of the students. We therefore feel that continuous evaluation is necessary and valuable.

How Will Our Experience Be Transformed into Change

- We will explore the possibility of directly following up with NCTVA in support to efforts made by the institutes' exams offices to resolve all outstanding result issues.
- We will ensure a clear explanation to various institutes prior to visit to help them understand that due diligence is meant to help us make informed decisions on whether or not to work with institutions based on what has changed from our previous visits. We will consider to provide feedback to some of these institutes on what we are actually looking for so that they can take the necessary actions to effect those changes.

PILLAR TWO - Skills Training

Skills classes

Skills classes have continued without obstruction during the period under review for year two students. Assessments have been conducted for second semester in Maths and English Language and all the students passed. We are still dealing with the challenge of not having semester courses start and end in the same week. Classes have been operating on completely different timelines since the beginning of the academic year due to delays stated in the previous reporting period.

Computer Skills classes commenced during this reporting period. Two of our year 3 IT students - one is on internship and the other an employee at Schooling for Life - were asked to be trainers for the year 2 Computer Skills class. The classes continued for one semester in which students showed great progress in the mastery of knowledge and skills. The curriculum was covered and students were able to demonstrate their understanding of the skill in class. The whole class passed the end of semester exams with grades above average.

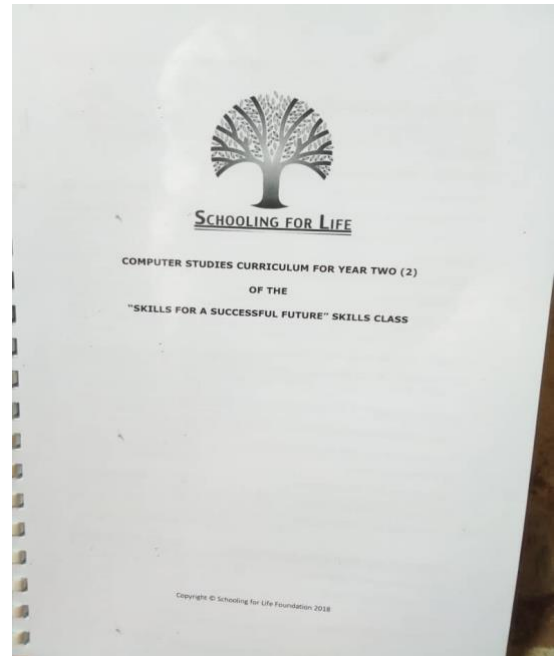
This segment will discuss less regarding - year 3 students as they already finalized their pillar two and three of the programme. We do however continue to monitor how they apply the knowledge and skills gained in their everyday life situations.



Development of the Computer Skills curriculum

During the period under review, Schooling for life engaged two year 3 students studying IT to develop a Computer Skills curriculum for our upcoming Computer skills class. This process commenced during the previous reporting period and the final product of the Computer Skills curriculum has now been completed.

The completion of this assignment was an empowerment to the students as well as adding value and content to the programme. The curriculum designed was filled with content knowledge that was appropriate to the level of the learners and user friendly. This had tremendous positive impact to the students and the programme. It also served as an inspiration to current year 2 students to see a fellow SfL student be part of the skills class training team and a motivation for excellence.



End of semester trainer meeting

As reported in the previous reporting period, management adopted the practice to hold meetings with trainers at the end of every semester. During this reporting period, two end of semester meetings were held. These meetings created a common platform for updates from all the trainers regarding what is working well and what needs to be improved upon in relation to skills classes. The attendance of trainers and their contributions to these meetings gave insight on students' conduct and performance, issues relating to content and methodology, attitude of students towards their academic work and general behaviour issues that have impact on the programme.

Successes

In this segment, the following went well:

- We succeeded in maintaining the standard contact hours for students in all the subjects;
- students continue to show commitment and dedication to their employability skills class and this is reflected in their performance in class and how they apply the skills in their daily life;
- skills classes are student-focused and this is reflected in students' participation and feedback during skills classes;



- Successful development of the computer skills curriculum that proved to be very useful to both the trainers and the students;
- Successful commencement and continuance of Computer Skills class;
- Successful deliberations with trainers on issues that will enhance the improvement of quality and standards of skills classes.

Challenges

- The development of the curriculum by the year 3 IT students proved a daunting task for the management of Schooling for Life that required more time and energy invested on intensive support to the students and corrections leading to the final product. It will be more prudent to hire the services of an expert in similar ventures in the future.
- Similarly, the training in computer skills by the year 3 students proved challenging as they were new to the concept of practical teaching that reflect the standards of Schooling for Life. A lot of time was invested in supporting them make adequate preparations and coaching to ensure the quality of delivery of all computer skills classes.

How Will Our Experience Be Transformed into Change

- The organisation will ensure that all future skills classes operate on a uniform timeline to ensure that all classes run simultaneously.
- Subsequent plans to develop curricula and workbooks will attract the services of experts. This will cost management less time to be invested on support and supervision that will otherwise be given to absolute beginners.
- Future training of students in skills classes will be done by experts and experienced trainers.

PILLAR THREE - Personal Guidance

Personal guidance

Personal guidance is the third pillar of the Skills for A Successful Future programme and deals with the behavioural adjustment of the students. In spite of the challenge we had due to the staff capacity for guidance counselling during the period under review, students were given one-third of counseling sessions. However, the sessions students had in the period under review were less than the programme requires. For this reason, management will continue personal guidance sessions in the next academic year to make up for lost time. This will imply that year 2 students will continue with Pillar 3 for a remedial period when they will be in their third year in the programme.



Group guidance sessions

There has been continuance of group guidance sessions during the period under review. Group guidance sessions continue to be sessions where students are supported with topics, questions or issues that affect the group and/or can promote the development of the group.

The group guidance sessions for year 3 students had discussions centered on the issue of internships. As a group, they are looking forward to their transition from formal education through internships and eventually to employment. What remains a challenge is the fact that the same group is missing out on office appointments and events that will promote discussions on the transition plan into internships. This was identified as a challenge in the previous reporting period and unfortunately has not changed. The last group guidance session was poorly attended with only 6 out of 15 students showing up. Management is still working on strategies to reverse this trend against the next reporting period.

The year 2 students still continue to show lack of support and respect for each other as was noted in the previous reporting period. Management therefore changed the session format and asked students to discuss the issues amongst themselves, with management being passive observers to the discussion. Through this strategy, management was able to get insight into the underlying factors responsible for the seeming tension and unsupportive attitude within the group. With the additional facts at hand regarding issues amongst year 2 students, management is exploring options to address them. This will also be reported on in the next reporting period.

Furthermore, there have been improvements in the students' confidence and thought processes, and in the articulation of their ideas and opinions. In all the group guidance sessions, the participation of students in the discussions and the presentation of their thoughts and ideas have improved considerably.

Successes

- Students continue to demonstrate improvement in their levels of confidence and thought process. Their participation in discussions in class settings clearly underscores the growth in the levels of thinking. This is seen by the kind of questions and/or clarifications they seek both in Schooling for Life as well as outside.
- In spite of the seeming tension amongst the students, the desire to succeed is a common attribute they demonstrate in all classes and sessions. Students set goals and make conscious effort to achieving their goals. The guidance counsellor and the students are able to assess the growth pattern and level of achievement in students' goals which has a positive impact on the programme. This is reflected in the change in behaviour of students.
- Group guidance sessions are now seen by students as a platform that can best address issues of collective interest and development of the group. The fact that the group can unanimously agree on topics or issues affecting them affirms their confidence in the sessions to deal with such issues for the good of the group.



Challenges

- The attendance of year 3 students to group guidance sessions continues to be a challenge. Management is considering different options to deal with this trend by the next reporting period.
- Year 2 students need to be more supportive to each other in dealing with issues. This was identified as a challenge and management will take affirmative actions to address this challenge.

How Will Our Experience Be Transformed into Change

- Management is looking at employing new strategies that will stimulate tolerance and supportive attitude among the year 2 students and among students in general. We are currently initiating plans to create more group bonding amongst the new batch of students to proactively address team work and group support.
- The fact that year 3 students have completed pillars 1 & 2 makes them show up less in the office. Management will consider setting up necessary obligations tied to their transition phase which will compel them to be attending Schooling for Life events and appointments. However, we are also deliberating on how to address relapse by students into old behaviour after having finished pillar 2 and 3 of the programme.
- With the additional insight management now has regarding the issues affecting the year 2 group, affirmative actions will be taken in order to permanently reverse the trends.
- Management will start the process of approaching employers to explore the possibility of internship opportunities for year 3 students. This will hopefully put them in the right frame of mind and readiness for the job market.

PROGRAMME RELATED ACTIVITIES

Internships

Schooling for Life considers internships to be a very important component of the programme as it provides an opportunity for our students to demonstrate their acquired skills and knowledge in a practical work environment and will help them to familiarize themselves with the practicality of the work environment. Two of Schooling for Life's students who are studying Secretarial Studies at MMCET did an internship at the Schooling for Life office from September to December 2017. During the course of their internship, they were assigned to tasks and duties that relate to their areas of studies to enhance improvement in their studies as well as improve their practical experiences of functioning in an office setting in preparation for the job market.

Our follow up revealed the following analysis on the performance in their studies.

Subject	Short hand	Type writing	Communication skills	I.T	Entrepreneurship
PRE-INTERNSHIP (Student A)	44	59	59	44	48



POST- INTERNSHIP	65	82	61	55	51
PRE-INTERNSHIP (student B)	44	70	55	48	50
POST-INTERNSHIP	71	85	62	56	57

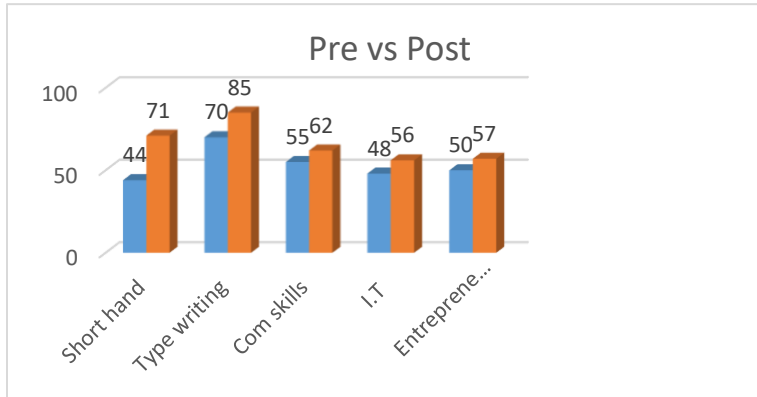


Chart comparing grades of student B after internship

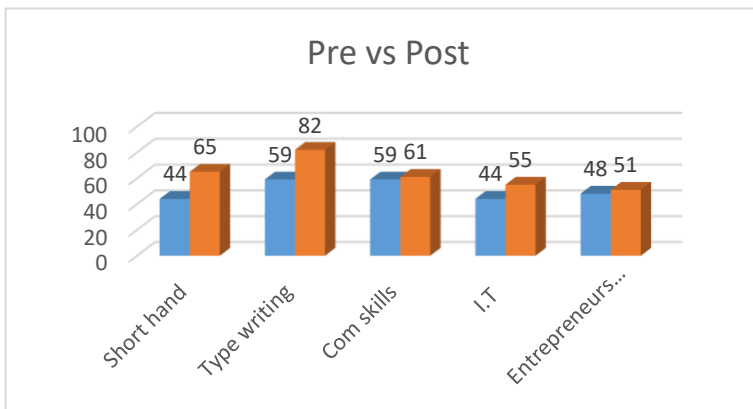


Chart comparing grades of Student A after internship

During this reporting period, we had two year 3 IT students on internship who worked on the computer studies curriculum and one of them serving as of a trainer in the subsequent Computer skills class. This gave them both the opportunity to experience how to function in an office setting. The intern trainer is gaining experience on how to deliver training sessions including preparation of lesson plans and assessments. Their internship continues and is still in progress at time of reporting. The evaluation of their internship will be covered in the next reporting period.



General Outreach

Schooling for Life did general outreach training for students on the 10th February 2018. Students from both year 2 and 3 were given a basic training on general outreach. The goal was to train students on how to reach out to the public to effectively disseminate messages. They were also taught how to communicate and give out messages in a precise and inspiring way

The purpose of this training was to prepare students to do effective outreach during the Schooling for Life application period. The training was characterized with both theory and practical exercises on how to do outreach. Students who gave an outstanding performance during the training were given the opportunity to represent Schooling for Life in outreach during the application period. This activity had an added impact on both the organisation and the students in the following ways:

- It increased student's confidence;
- Developed team building skills amongst students;
- Increased on the foundation of knowledge students already had about the organisation;
- Materializing the wish to advocate for Schooling for Life;
- Enhancing more community knowledge on Schooling for Life.

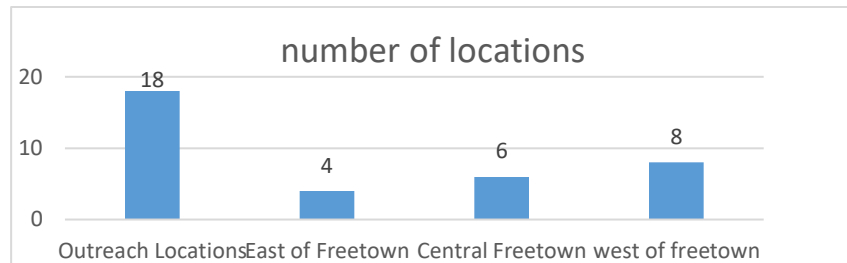
APPLICATION PROCESS FOR 2018/19 ACADEMIC YEAR

At the opening of application process, Schooling for Life sent out the vacancy notice to both print and electronic media houses in Freetown. The vacancy notice/jingle was aired on three radio stations and published on two newspapers. We noticed at the end of the first 3 weeks of advertisement that we had less than the targeted number of application which could be attributed to the attention directed towards general elections related activities at that same period. Students were engaged in an outreach programme for two days to support the dissemination of the application vacancy notices. The entire application period was extended from 3 weeks to 4 weeks to provide additional time for interested persons to apply.

A total of 18 locations were visited across Freetown during the two days of students' outreach. 4 of these locations are in the East of Freetown, 6 in Central and 8 in the West of Freetown. These locations are inclusive of churches, mosques, centers for syndicate classes, parks and local communities. It is estimated that at least 250 people were reached out to in each of these locations as primary contacts. Each of these primary contacts is likely to share the information about Schooling for Life in their communities thereby increasing the total number of people getting the information.



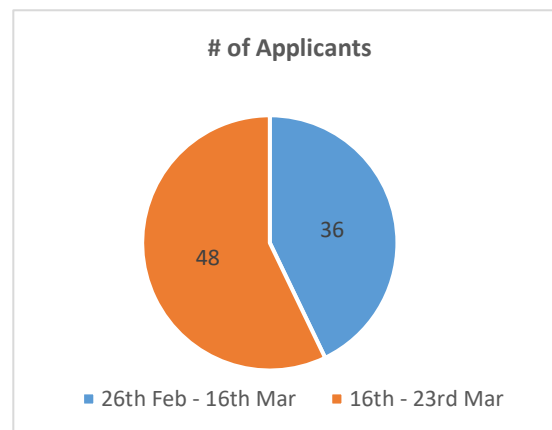
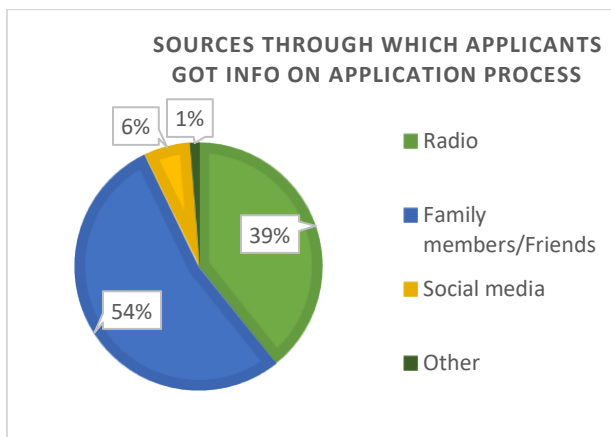
	number of locations	% of total contact size
Outreach Lo	18	100%
East of Freetown	4	27%
Central Freetown	6	37%
west of freetown	8	46%
Total	18	100%



By the close of the application process, we received a total of 84 applications which was a number the organisation could work with for a proper selection process.

Application open dates	# of Applicants
26th Feb - 16th Mar	36
16th - 23rd Mar	48

Sources through which applicants knew about the application process			
Radio	Family members/Friends	Social media	Other
33	45	5	1



Schooling for Life on TV in the Netherlands.

Schooling for Life will be featured on TV in the Netherlands. During this reporting period we have worked with a professional photographer and videographer in Sierra Leone who filmed and photographed important aspects of the Skills for a Successful Future programme. Also included in the shooting were some corner stone locations in Freetown, to show viewers different aspects of the city in which Schooling for Life operates. We will be featured in Lifestyle Experience, a TV show on RTL4 in the Netherlands in July. The details of the broadcast will be covered in the next reporting period.



We have also updated the Schooling for Life website by creating a completely Dutch version, and renewing the pictures with the pictures taken by our professional photographer. We have also added a donate button to promote and facilitate donation transactions to Schooling for Life.

Training of Trainers

A training of trainers was conducted by the management of Schooling for Life from 19th – 21st February in preparation of the start of Computer skills training for the year 2 students. The trainers for Computer Skills (who were year 3 students on internship with Schooling for Life) needed to be trained on content and methodology of conducting skills class trainings to meet the standards of Schooling for Life. This was an adjusted version of the Schooling for Life trainer that captured all the essential parts that will be needed by the students to conduct a training that meets Schooling for Life standards. The training was extended to other year 3 students with a view to provide them with additional skills as they prepare for the job market. This created impact for all the participants as it enhanced their practical skills of facilitation and training that will be useful in their professional growth and career development.

The following topics were covered during the training:

- Types of behaviour;
- Learning styles;
- Teaching Theories;
- Teaching tools; principles of learning;
- Communication and feedback.

The training was a success as the knowledge and skills acquired during the training were put into practice in all the training sessions during the semester. The intern/trainers were able to train the students to master basic computer skills and conducted a standardised assessment to reflect the level of understanding of the trainees.

Museum Visit

Schooling for Life creates the opportunity for students to visit important places to acquire added knowledge and information outside of the normal classroom setting. On the 31st May 2018, year 2 students visited the National Museum and the Peace Museum located at the former special court of Sierra Leone. During the visits, students learned about historical facts and stories behind monuments and relics kept at the galleries of the National Museum. Additionally, students visited the Peace Museum and were given a presentation on facts about the 11 years of civil war as part of the history of Sierra Leone.



Students were delighted with the discovery of new knowledge and facts during these visits as they asked pertinent questions to promote their understanding. Students appreciated the visits and expressed willingness to pay follow up visits on their own to add to the knowledge and experienced gained so far. In both museums, the curators were very supportive in providing the much needed information and explanations to the students to enhance the intended learning experience.

Ramadan Dinner

Schooling for Life hosted a Ramadan dinner on the 7th June 2018. The Ramadan dinner has become a yearly event during the Month of Ramadan to bring the complete Schooling for Life family together to share a dinner and also to acknowledge students who are top of their skills class to serve as a motivation to all to work hard. Ramadan is a time to reflect on human relations and to reaffirm commitments of all Muslims and other SfL family members to show kindness especially during this period. Schooling for Life management therefore considers this a yearly activity for the Schooling for Life family to come together to share a meal with those who are breaking their fast. At this year's dinner all the trainers, staff and students were present and the level of interaction was a clear reflection of a family setting at dinner. A mark of success in this event was that it was interactive, inspiring and motivational for students to continue to work hard.

What is also characteristic of this event, is the segment where students are acknowledged and awarded prizes for outstanding performance in skills classes. This was to inspire and motivate them to aspire for outstanding performance. The assessment for the best three students reflected the following:

- 1st Position – 83% (over a class average for all subjects in 1st & 2nd semesters)
- 2nd Position – 76% (over a class average for all subjects in 1st & 2nd semesters)



- 3rd Position – 75% (over a class average for all subjects in 1st & 2nd semesters)



Student/guardian meetings

During the period under review, Schooling for Life held one student/guardian meeting on the 25TH January 2018 for year 3 students. This meeting was convened by management to provide updates on students' progress to guardians and also to address the issue of class attendance of students in their institutions. This was in response to feedback coming from the various institutes regarding students' attendance. Management implored guardians present to talk to their wards and ensure that they attend classes. Parents were also encouraged to continue to attend to guardian meetings to be fully aware of issues relating to the programme.

Management is considering affirmative options to address the issue of attendance. The next student guardian meeting for year 2 students and guardians will be in August and will be reported on in the next reporting period.

Successes

- The outreach was a success as students were able to reach out to various groups and communities to promote Schooling for Life with very precise messages. It impacted on the application process as we see an increase in number of applications resulting from outreach support.



- The Schooling for Life website has undergone a facelift and has been improved to reach a wider audience. It has been made more accessible for donations, both in the Netherlands as well as internationally.
- We have maintained a 100% of students still showing commitment to the Skills for A Successful Future Programme and their professional development.
- The internship engagement has been successful so far. We were able to assess the impact of previous engagements and its effect on the performance of students. We have also seen the growth of our current interns as they meet expectations in both office and skills class training related tasks.
- The Training of Trainers was successful in that it enhanced the capacities of all the participants. It also reflected of the level of training conducted by the intern/trainers for a whole semester followed by a standard assessment.
- The Training of Trainers strongly capacitated students/trainers for the conduct of effective training of Computer Skills classes for a whole semester.
- The Museum visits exposed students to learning of historical facts about their culture and national heritage. It also stimulated their desire to make subsequent visits on their own to gain added knowledge; a practice we want to encourage
- The Ramadan dinner promoted positive interaction amongst students, trainers and staff. Students were also inspired during this event to continue to work hard.

Challenges

- We still have a challenge in dealing with students, especially year 3 students' attitudes towards Schooling for Life events – the issue of students showing up late or being absent for Schooling for Life events was noted in the period under review. This continues to be a challenge and Management will employ other ways to get the students more responsive.
- There was a challenge with getting inter-trainers to master training skills and methods to the level that is required for the expected standards of Schooling for Life in the delivery of skills classes. As the classes had started it turned out that we had to support the intern trainers with much more practice, lesson preparation, knowledge and guidance than was initially expected to ensure that standards were not compromised.
- There was a serious challenge in the rollout of an adjusted version of the Training of Trainers in three days (using only few hours of the day) as more time was needed to cover all the relevant aspects.
- There was not enough time for the outreach nor did the outreach come at the most effective part of the application process: more areas could have been covered and more people could have been reached, had it been planned farther in advance. The outreach was done during the last days of the application process. The people hearing about The Skills for A Successful Future programme for the first time in these last days of the process had less time left to prepare their documents and submit their application within the deadline.

How Will Our Experience Be Transformed into Change



- We will no longer engage interns as trainers. This will save time on extensive support to intern trainers at the expense of other programme and organisational needs. Expert trainer will be hired to maximize efficiency.
- The Training of Trainers will be planned with adequate time available to cover the training content at the required pace.
- Outreach will be done well in advance of the opening of the application process to ensure maximum impact. This is to ensure that enough locations are covered and more people will gain awareness about Schooling for Life.

Planned Activities for July - December 2018

- Finalisation of the selection process of new students
- Inauguration of new students
- Induction week for new students
- Registration of students to various institutes
- Training of Trainers for skills classes
- Start of the programme for the new academic year
- Students/guardian meeting for year 2 students
- Students/guardian meeting for year 1 students
- Christmas Activity

Schooling for Life Organisation (during reporting period)

Schooling for Life Sierra Leone Board

Sjierly Rodrigues Pereira – Chairman

Desmond Awoonor-Gordon

Harm Beskers

Staff and Volunteers

Sierra Leone - paid staff

Sjierly Pereira – Country Director

Victor Kamara – Programme Coordinator/ Trainer of Trainers

Edward Massaquoi - Senior Finance Officer

Mohamed Nabieu – Programme Admin



Patrick Mambu – Office Admin Assistant

The Netherlands - volunteers

Dries Arnolds – Website

Barbara Heutink – Social Media and Communication

Contact information

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Bank Information

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United Bank for Africa,
Leones Account: 5401-1003-000593-1

