



Monitoring and Evaluation Report

July - December 2018

Prepared by:

Janice Williams
Operational Manager



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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 is divided into three segments; scholarships, employability skills training and personal guidance.

The reporting timeline for Schooling for Life is on a six-month basis. This Monitoring and Evaluation report covers activities planned and implemented from July to December 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, but do not fall under the three pillars directly. These activities are reported 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 considering subjects that needed to be improved upon from the previous reporting period, which were:

- Hire expert trainers to maximise efficiency and save time on extensive support to intern trainers
- Conduct outreach well in advance of the opening of the application process to ensure maximum impact
- Employ new strategies that will stimulate tolerance and supportive attitudes among the batch two students and among students in general
- Initiate plans to create more group bonding amongst the new batch of students to proactively address team work and group support
- Address relapse by students into old behaviour after having finished pillar two and three of the programme
- Start the process of approaching employers to explore the possibility of internship opportunities for batch one students
- Ensure that all future skills classes operate on a uniform timeline to ensure that all classes run simultaneously
- Develop curricula and workbooks for additional subjects



- Possibility of directly following up with NCTVA in support of efforts made by the institutes' exams offices to resolve all outstanding result issues
- Ensure a clear explanation to various institutes prior to visit for due diligence on the purpose of visits.

Some of these points were taken into consideration over the reporting period under review, but others, such as those addressing due diligence, will be taken into consideration next reporting period as those aspects of the programme do not occur until the recruitment period, which starts in March 2019. In that light, during the covered period in this report, the following were done as a follow up from the previous report:

- Hired expert trainers to maximise efficiency and save time on extensive support to intern trainers
- Approached several employers to explore internship opportunities for batch one students
- All skills classes now operate on a uniform timeline to ensure that all classes run simultaneously
- Initiated plans to create more group bonding activities for new students
- Developed curricula and workbooks.

Overview of activities 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 (TOT) for skills classes
- Start of the programme for the new academic year
- End of semester meeting with trainers
- Review of curricula for year 1 courses
- Student evaluation on skills trainers
- End of Semester Student/Guardian meeting
- Group guidance meeting
- Christmas activity

PILLAR ONE - Scholarships

Formal education

Since 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 second and third pillar (Employability skills training and personal guidance) of the programme of the organisation but are still pursuing their



diploma. All of the students from the first batch (started the programme end of 2015 – after the Ebola outbreak) have finished the above named two pillars but some are still finishing their formal education (pillar one – scholarship) during this reporting period. The second batch of students (started academic year 2016/2017) have all finished pillar two and some are still finishing their first pillar and all still have one semester of personal guidance to attend. The third batch of students (started academic year 2018/2019) came into the programme during this reporting period and are therefore attending all three pillars of the programme.

Schooling for Life had 39 students enrolled in various tertiary technical vocational institutions in Freetown during this reporting period. Nine batch one students completed their second year of their formal education during this reporting period, and now officially successfully completed the programme. One student, studying nursing, still has one more year before completing her studies. The educational institution, Redeemers, decided that students doing the State Enrolled Community Health Nurse (SEHCN) course of study needed additional courses on midwifery to be able to finalise their diploma. Therefore, the Schooling for Life student enrolled at this institution was unable to graduate during this reporting period as initially planned. Batch one students of MMCET have taken both their final internal and National Council for Technical, Vocational, Academic (NCTVA) exams and are presently awaiting results.

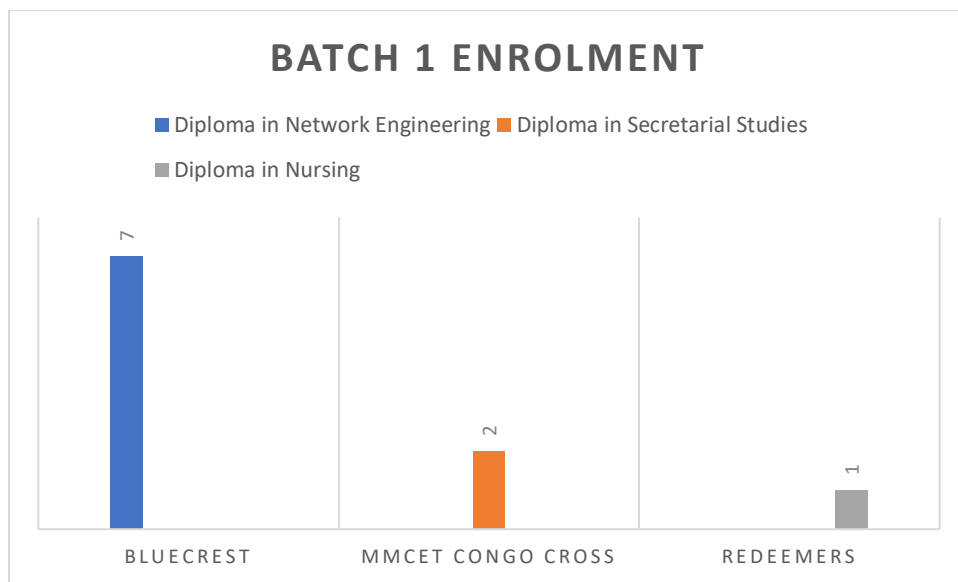


Figure 1 Batch 1 student enrolment | MMCET (Milton Margai College of Education & Technology)

The seven students at Bluecrest College completed their diploma in Network Engineering during this reporting period and the two at MMCET completed their diploma in Secretarial Studies.



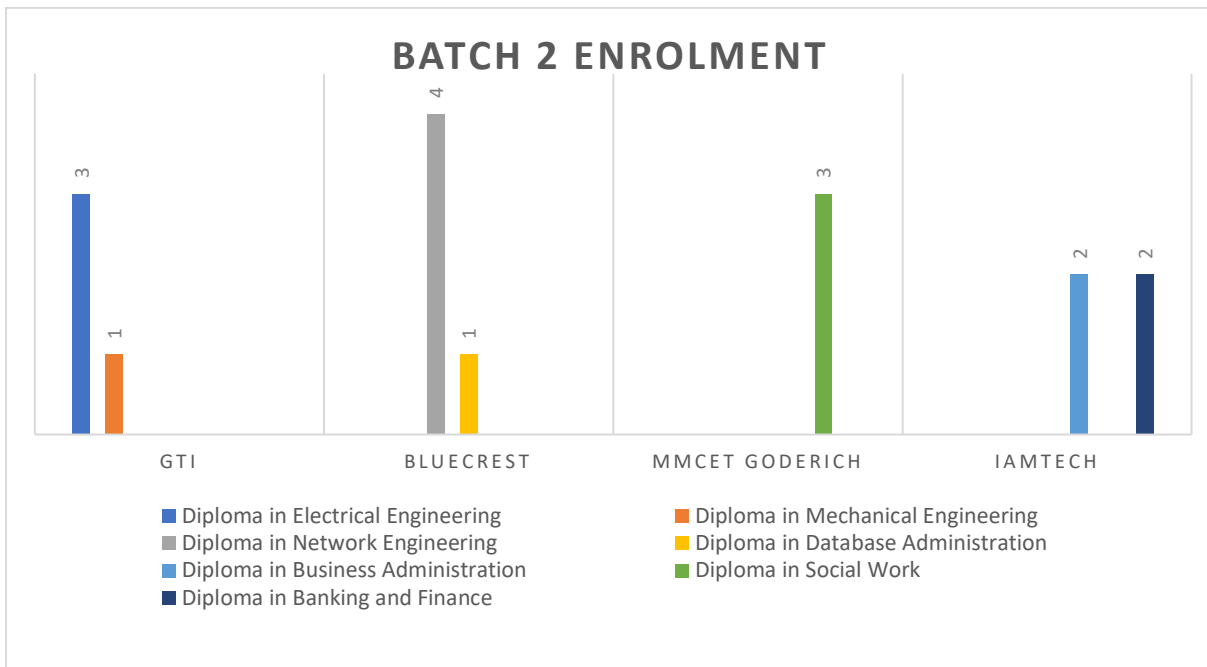


Figure 2 Batch 2 student enrolment | IAMTECH (Institute of Advanced Management and Technology), GTI (Government Technical Institute)

Five students that were attending the College of Business and Information Technology (COBIT) from batch two had to be transferred to Bluecrest College due to administrative issues at COBIT that stagnated their education. Three of those students, who would have otherwise been enrolled at Bluecrest college, have been put on probation during the reporting period, because of severe behavioural issues. Their scholarships were suspended until the end of December. Many of the other batch two students are in the final stages of their scholarship period wherein they are working on final projects and sitting exams.

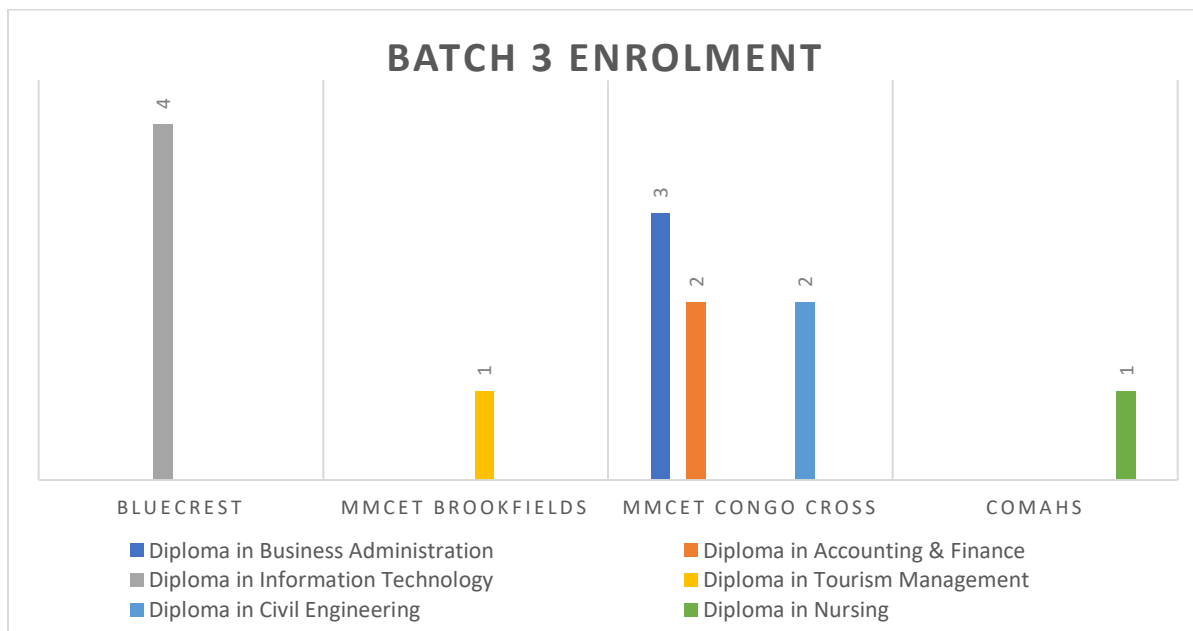


Figure 3 Batch 3 student enrolment | College of Medicine and Health Sciences (COMAHS)



Most of the batch three students are enrolled at MMCET Congo Cross, studying Accounting and Finance or Business Administration, with one at the Brookfields campus studying Tourism Management. At Bluecrest College, there are four Information Technology (I.T.) focused students, who were enrolled in their basic course before they choose their specialisation in I.T.

For this reporting period, we had most of our students enrolled at the Milton Margai College of Education and Technology (MMCET) [figure 4], with 14 students across three campuses, studying in various departments from Business Administration to Social Work. Bluecrest college, the Information Technology college, had our second highest enrolment with 13 students enrolled, mostly in Network Engineering.

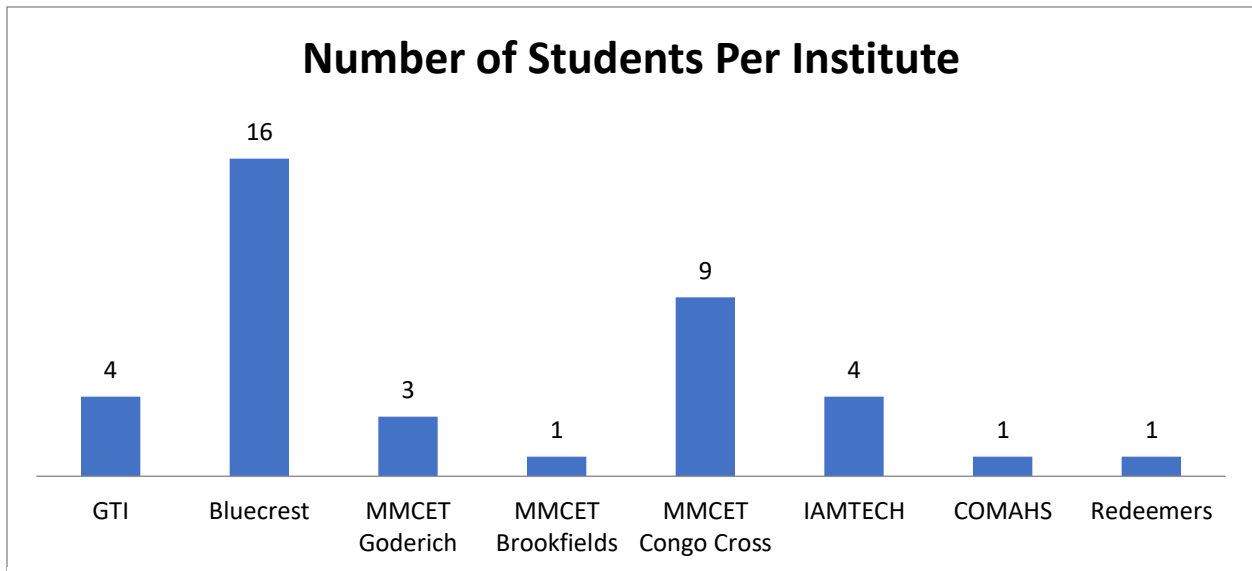


Figure 4 Overall student enrolment

Schooling for Life Management also endeavoured to fulfil an objective set out in the previous monitoring and evaluation report, which is to get an agreement with all institutions we collaborate with. Some institutions were very cooperative, and MOUs have been signed. For others, we had difficulty finding the right contact person with the authority to sign at the institute and the goal was therefore not reached within this reporting period.

A challenge arose with a new student who was already accepted into the programme. The criteria for the field of study that this student wanted to pursue, nursing, had changed at the only institution offering that course at diploma level. Due to the student not meeting the requirement for Mathematics, the educational institution would not accept the student. Schooling for Life management was not informed about this change in criteria until well into the first semester of the academic year for Employability skills classes. The student was allowed to finish the first semester of skills classes, due to the fact that it was not made sufficiently clear within the acceptance of the student that they are not fully accepted until they are accepted into the educational institution. In addition, Schooling for Life decided to sponsor the student to re-sit his WASSCE in order for him to get the Mathematics

credit, with the stipulation that he must reapply to Schooling for Life after achieving the credit.

Successes

- Students at GTI passed their final internal exams to be eligible for national examination (NCTVA)
- Students at IAMTECH also passed their first semester exams of their final year
- MOUs were signed with GTI and Bluecrest
- The organisation managed to transfer the students from COBIT to Bluecrest quickly, without loss of time

Challenges

- All of the five students that were attending the College of Business and Information Technology (COBIT) from batch 2 were transferred to Bluecrest College due to administrative issues at COBIT that stagnated their education
- Three of the COBIT students were put on probation due to severe behavioural and/or performance issues and tuition at Bluecrest college was suspended for these three students until the end of the probation
- Entry criteria at certain institutions changed after the finalisation of our due diligence, which made it difficult to enrol all students who were accepted into the programme, into the institutions for their field of study
- MOUs with MMCET and COMAHS were not signed.

How Will Our Experience Be Transformed into Change

- Students who are put on probation should be given specific tasks (within Schooling for Life) to fulfil during their probationary period to earn back their position in the programme
- An additional approach needs to be thought of regarding the MOUs to fulfil signing by all institutions.

PILLAR TWO - Skills Training

Skills classes

During this period, skills classes were conducted only for batch three students. As a new batch was not taken in for the year prior, there were no skills classes at year two level. However, the second batch of students did not achieve the level of



English language skills by the end of their second year of skills classes that Schooling for Life would expect and were therefore given a full additional semester of English language skills classes.

The batch three students however had English Language and Mathematics as all first-year students do in Schooling for Life, with their third skills class being Soft Skills. In Soft Skills, students learn about various topics that will help them in the job market, such as problem-solving skills, basic communication skills and teamwork.

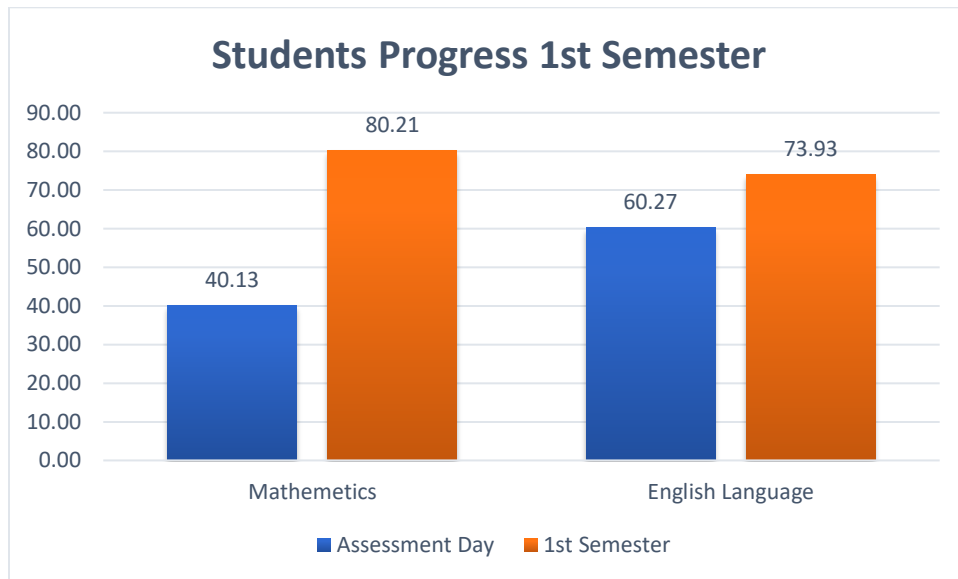


Figure 5 1st Semester skills class progress

During the selection process, applicants are assessed in English language, Mathematics and general knowledge of various topics on Assessment Day. The newest batch of students' (batch three) scores from Assessment Day were compared to their final scores after a semester of skills classes. In Mathematics the average score of students doubled from roughly 40 points to 80 points. In English language scores went up by 13 points on average. Schooling for Life skills classes have a significant impact on the performance of students in these subjects as is shown by this data of just one semester.

Training of Trainers

In preparation for the start of the new academic year, Schooling for Life provides trainers with the relevant training to better equip them to train our students. The general purpose of the training is to increase trainers' knowledge and skills on the active learning strategies needed to effectively communicate the content of Sfl training sessions. The objectives of this training are for trainers to learn about Sfl key teachings, background and learning tools for the students and be able to use the Sfl trainer resource materials for the Employability skills training of Sfl students. For this reporting period, a Training of Trainers (TOT) workshop was conducted on the 12th September 2018 by the Programme Coordinator.



The complete TOT normally runs for three days, however, due to capacity and time constraints, this year, a one-day training was designed to give the trainers the essential teachings that they would need to master before their engagement with students at the start of the academic year. This was to ensure that all training sessions would run according to Schooling for Life standard and methodology. The rest of the training days would be provided in due course. The content related topics covered, were as follows:

- Observation Vs. Judgment
- Learning styles
- Teaching tools (Principles of active Learning)
- Creating lesson plans and planning a training session

End of semester meeting with trainers

Issues can emerge in skills classes that require dialogue between trainers and Schooling for Life. As a conclusion from a previous reporting period, the management adopted the practice of holding one general meeting with trainers at the end of every semester. These meetings cover the successes and challenges in the skills classes and conduct of students throughout the semester. Open communication is necessary to strengthen cooperation between trainers and the management of Schooling for Life.

The end of semester meeting with trainers of skills classes during this reporting period was held on the 10th December 2018. The trainers shared their experiences from skills classes with the current students and indicated how impressed they were with the level of critical thinking and the ability of students to ask relevant questions. The trainers also commented on the increase in attendance in general of skills classes, which had gone up since the previous reporting period. In the previous reporting period, classes at the colleges were conflicting with skills classes due to ongoing changes in college timetables, leading to high absenteeism at skills classes. It was also reported that students had improved in their English Language skills throughout the first semester.

Although the batch two students received an extended English Language skills class, they seemed to collectively show a lack of motivation over the semester. The management and trainer did not see a vast improvement of English language skills by batch two students.

The Schooling for Life management also expressed concerns to the trainers over lesson plans still being submitted late.

Successes

- Students have made significant gains in their Mathematics skills and English language since entering the programme



- Students' participation in skills classes has increased
- The new batch of students show great enthusiasm and motivation for learning
- The new batch of students showed strong attendance during the reporting period
- Even though the training of trainers was quite long for one day, trainers indicated that the content was very useful.

Challenges

- Batch two students' additional English language skills classes have not significantly improved their skills level
- The lack of motivation of the batch two students is something that the management of Schooling for Life needs to reflect on to avoid allocating resources needlessly
- The TOT lasted for over seven hours, due to the training being held for one day instead of three, which made it difficult to keep the attention of trainers throughout.

How Will Our Experience Be Transformed into Change

- In order to combat the issue of lesson plans being delivered late, the calendar for the semester includes notes on important dates for handing in lesson plans, exam questions, and other pertinent information for trainers. The management will also endeavour to prepare more on behalf of the trainers to minimise time spent on their side.
- For the Training of Trainers workshop, the organisation will try to hold the original training farther in advance of the start of the academic year, in order to be able to facilitate the full three-day training.
- The management will discuss ways to improve on the lesson planning for English language in order to provide students with not only more rigorous content, but different approaches to teaching in order to develop their English language skills more.

PILLAR THREE - Personal Guidance

Personal guidance

Personal guidance is the third pillar of the Skills for a Successful Future programme. This pillar is designed to support students in making informed decisions relating to academic, domestic and social life, and to learn to set and achieve goals.



Confidence, self-esteem building and developing positive and creative thinking also form an integral part of the sessions. Overall, personal guidance is focused on behavioural change and character building.

Due to some staff changes, personal guidance was not completed for batch two students and batch three students did not start their personal guidance upon their entrance into the programme. For this reason, the management has decided to give students of batch two one additional semester of personal guidance. This will imply that batch two students will continue with pillar three, even after they complete the rest of the programme.

The solution for the batch 3 students will be discussed at a later stage.

Group guidance sessions

The idea behind group guidance sessions is to check in with each group as a whole at the end of every semester and discuss common issues that they run into across the group and support each other in dealing with these common hurdles. This will increase their bonding within the team and promote support for each other in the programme.

On the 19th July 2018, batch two students had a group guidance session to discuss topics that will promote the development and cohesion of the group. They discussed the following topics:

- Timeline leading to the end of programme for them
- Next steps for students after completing the SfL programme
- Use of social media

On the 29th November 2018, batch three students held their first group guidance session. In preparation, a meeting was held to advise them on the objective of these sessions and to guide them in their first endeavour to come up with topics. During the session, topics discussed were: unhealthy competition among students, time management, lack of team support and disrespect among themselves. Schooling for Life advised them on how to improve on these subjects. The issues will be discussed during the next meeting to monitor progress.

Student/guardian meetings

A student/guardian meeting was held on the 22nd of December 2018 for batch three students and their guardians. The Schooling for Life management shared information about students, the programme and about discussions that were had with students, such as the topics covered in group guidance. Guardians were also reminded of their commitments made from their side, such as ensuring that students are given money for transport to college, skills class and Schooling for Life events.

Successes



- To substitute the personal guidance sessions, more individual and group conversations were had with the batch three students.

Challenges

- Personal guidance for the batch three students could not be started due to challenges around finding a suitable guidance counsellor
- The behavioural change that would normally come through the personal guidance sessions has been difficult to attain with the batch three students through other means, such as the group guidance and individual conversations mentioned.

How Will Our Experience Be Transformed into Change

- Personal guidance will be extended with one semester for batch two students
- Schooling for Life will review how to facilitate extra personal guidance for batch three students due to the delay in their start of personal guidance
- Alternative solutions are being pursued to find a suitable guidance counsellor in order to be able to start the guidance sessions as soon as possible.

PROGRAMME RELATED ACTIVITIES

Due Diligence and the Finalisation of Selection Process

Prior to the start of each academic year, since 2014, Schooling for Life has been doing due diligence on the relevant educational institutes in Freetown to determine where to place new students for the upcoming academic year. The purpose of the visits is to assess the suitability of institutes across Freetown, whether currently working with Schooling for Life or not. For this reporting period, 14 institutes were selected for due diligence. For MMCET, all three of its campuses (Goderich, Congo Cross and Brookfields) were visited, making the number of campuses selected for visits 16. One of the colleges was not reachable by phone to make an appointment with a suitable person and therefore only 15 campuses were actually visited [figure 6].

The final selection of institutes for students was completed after the due diligence visits, with three institutions being selected for placement of the 13 new students (batch three): MMCET, with a total of eight students as previously reported; seven students at the Congo Cross campus and one at the Brookfields campus. Bluecrest college was selected to enroll a total of four I.T. students and COMAHS was selected for one nursing student.



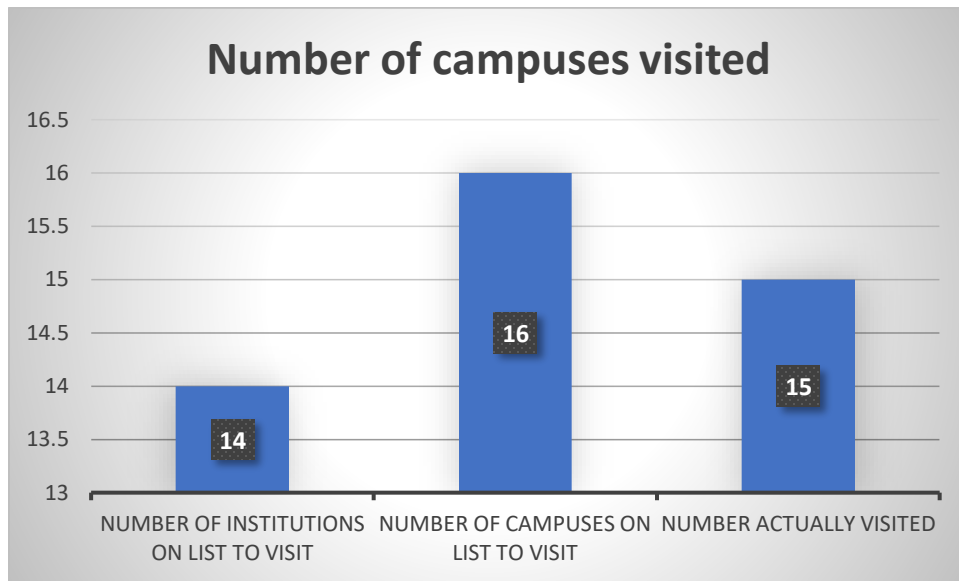


Figure 6 Number of campuses visited for due diligence

Some institutions, such as MMCET, offer more than one field of study and therefore were counted more than once in the graph above. Ideally, the due diligence process should involve a method wherein the same number of institutions are visited per study, but since only a few institutions offer certain courses, such as nursing, this is difficult to accomplish. For example, there are many institutions offering I.T. and some form of business studies, but only a few that offer nursing, engineering and tourism. Institutes offering nursing programmes were especially difficult to find since the State Enrolled Community Health Nurse (SECHN) programme has been discontinued on a national level and a few of these institutions were not accepting any more students as this was their sole offer of programme. Due to these reasons, there was a limited number of institutions that offer nursing programmes at diploma this year.

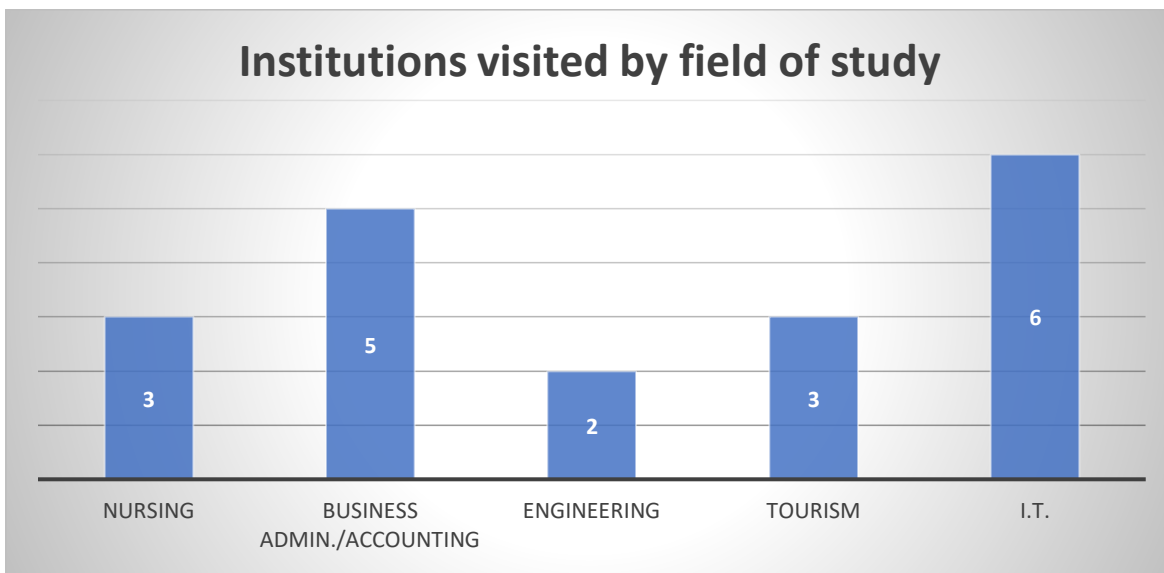


Figure 7 Due diligence visits by field of study

Inauguration of new students

As a way of welcoming new students into the Skills for a Successful Future programme, Schooling for Life organised the annual inauguration ceremony for new students. This year's inauguration ceremony was hosted on the 31st of August and in attendance were 14 of our new students and their guardians.

The inauguration focused on the following:

- Introducing new students and their guardians to the Rules and Regulations of Schooling for Life and signing ceremony of these rules and regulations
- Explaining the Memorandum of Understanding between Schooling for Life and the guardians to students and their guardians and signing the MOUs
- Explaining what Schooling for Life offers and what we expect from guardians and students to the students and their guardians
- Introducing students and guardians to the staff of Schooling for Life
- Initiation into Schooling for Life by receipt of the organisation t-shirt and ID.

As part of the organisation's plans to involve line ministries in the activities of Schooling for Life to improve the relationships, the Ministry of Youth Affairs was invited to the inauguration ceremony. In attendance as a representative from the ministry was the Deputy Director of youth, who gave a statement on the behalf of the ministry.

Introduction week for incoming students

Introduction week is a three-day event that is held at the start of the academic year for the new group of students. The event was held from the 6th to the 8th of September 2018 during this reporting period. Students from batch one and two were also invited at various intervals to speak on different topics, to lead a session or to get to know the new batch of students. The space for this event was sponsored by Africell, as part of their sponsorship of Schooling for Life.

The first day of the introduction week was focused on introductions and team building within the new group. The second day of the introduction week included all the Schooling for Life students and focused on the following areas:

- Motivational speeches from two established Sierra Leoneans, who started their education in the vocational sector
- A workshop on social media and the youth and the use and misuse of the social media led by the Country Director



- Team building and teamwork: Why & How? Led by the Programme Coordinator
- Motivational stories from current students.

The last day of the introduction week took students through two master classes, titled "Hunger for Success" and "The importance of developing confidence", which endeavoured to motivate students to take charge of their goals in life and be vigilant in pursuit of these goals. The new students were also introduced to their Employability skills trainers. The day ended with confidence building activities to bolster the confidence of the incoming students.

Students in the job market

Internships

Schooling for Life provides students with the type of education that prepares them for the job market by giving them soft skills such as communication skills, time management skills and hard skills through the provision of a full scholarship to attend a technical vocational institute. These skills enable them to access and retain jobs. After students complete the programme, they are exposed to internship opportunities to gain experience in the work environment. Internships are an important component in the programme as it provides an opportunity for students to demonstrate their acquired skills and knowledge in a practical working environment. Schooling for Life does not supply internships but tries to help students to acquire one as students are required to go through an internship period. The performance of the students during their internships should attract further employment.

One student from batch one, studying Human Resource Management is currently doing an apprenticeship with Afriqia HR Solutions. If the management of Schooling for Life thinks that a student could benefit more in an apprenticeship track instead of their original study track, opportunities, such as these, will be explored. In this case, the Schooling for Life management was confident in the student's ability to perform in such a space.

Afriqia HR Solutions is a talent recruitment company that also provides human resource services. In addition, the company delivers high level trainings and offers various consultancy services. The batch one student placed at this company, who was studying Human Resource Management benefits greatly from this apprenticeship. He is able to learn how to interface with various clients, acquire quality personnel, provide capacity building for staff in companies, and also a number of administrative experiences that will enable him to excel in the human resource field.

Two batch two students who studied Social Work at MMCET have started their internships with Don Bosco Fambul (DBF), a local non-government organisation that works with vulnerable children and youth. Don Bosco Fambul provides group



home shelters for both girls and boys, a nursery and primary school and other programmes for displaced young people. Schooling for Life students working as interns at Don Bosco are gaining valuable experience on how to assist displaced children, especially helping young people cope with behavioural and emotional issues. The internship gives the students direct work experience in their field of study.

Schooling for Life continues to endeavour to provide students internships with external companies/organisations. Another Social Work student also started their internship with the Family Support Unit, a division of the Sierra Leone police that investigates family, women and girls' cases and provides various psychosocial support to women and girls who have experienced abuse.

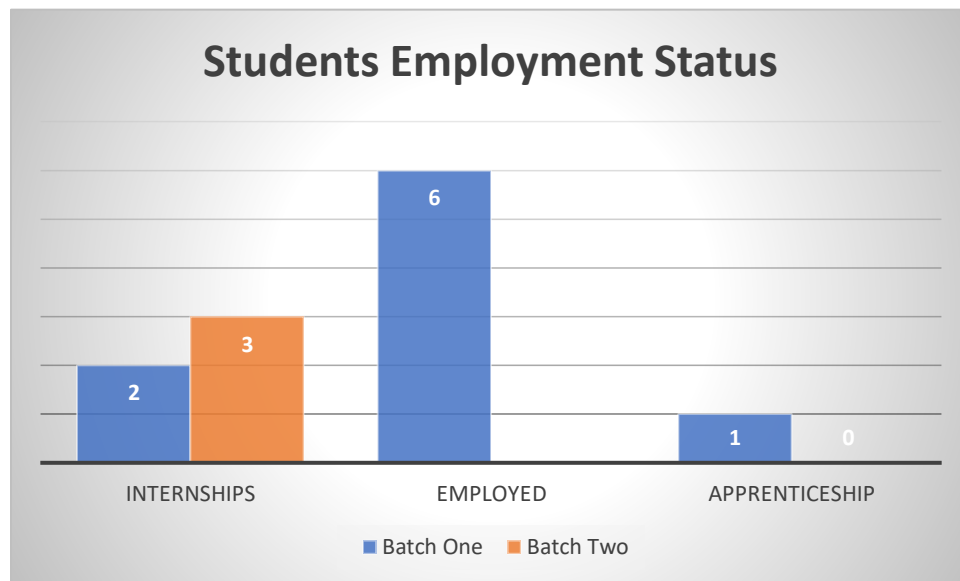


Figure 8 Employment status of students

Employed

During this reporting period, eight batch one students were either in internships or in full-time employment positions. Four students from batch one have been employed with the same company or organisation for nearly two years. One student is a Marketing Officer at Afrigas, one of the leading cooking gas companies in Sierra Leone. In his position, this student has the opportunity to use some of the skills he learned from the Schooling for Life skills classes, especially communication skills. His articulate speech and engaging personality constantly impress his supervisors at Afrigas, which has led to traveling opportunities for the student, to different districts, marketing Afrigas products.

A batch one I.T. student, is teaching his second year at the SOS Hermann Gmeiner School as an I.T. teacher. The Hermann Gmeiner school is part of the SOS Children's villages, a residential care facility for orphans and vulnerable children, that provides holistic care for children and young adults. The Hermann Gmeiner

institution has both a primary and secondary school and the Schooling for Life student uses his knowledge from college to teach engaging I.T. courses from basic Microsoft Office packages to how to use computers.

Another batch one student who studied civil engineering is also in his second year working at Moreno Enterprise as a Site Supervisor and Clerk. From his first few months in the building and construction company, the student's technical skills he gained from college and the Schooling for Life skills classes set him apart in the company. He has quickly risen within the company to leadership positions.

The other batch one I.T. student who has been working for almost two years is at Schooling for Life's own office as an Office Administrator. This student puts into practice on daily basis, the tremendous work ethic he learned during his Work Ethics and other skills classes. He also shows his knowledge he gained at Bluecrest college through his management of the office technology, especially the laptops. He ensures that laptops are updated with the latest antivirus, Office packages, and oversees general maintenance of equipment.

Two other students of batch one started part-time positions during this reporting period. One student is employed at a non-profit, Sudu, which provides foster homes for displaced children and training for foster families. The other batch one student is teaching mathematics at a syndicate. Syndicates are learning centres for people who want to get extra lessons in various subjects, usually to prep for re-sitting their WASSCE and other examinations.

Schooling for Life is seeing one of its main objectives met, with students gaining employment or internships immediately after finishing the programme. In addition, Schooling for Life students are performing well in their workplaces and are either gaining leadership positions or maintaining employment. As more of the batch two students complete the programme, the organisation hopes to see these positive gains in the job market for Schooling for Life students.

Christmas Beach Activity

Schooling for Life held its annual Christmas beach activity day on the 15th December 2018. Similar to the Ramadan Dinner, this is an event wherein students, trainers and staff come together to recognise and celebrate with Christian students and staff.

The event this year was held at Q-Bar at Lumley Beach in Freetown. Throughout the day, the Schooling for Life students, staff and trainers competed against each other in various activities, such as three-legged and sack race. Yoga exercises were also performed by staff and students on the beach, conducted by a yoga instructor.

Most of the activities promoted team work and coordination in the accomplishment of a given task. The programme was sponsored by the following individuals, businesses and companies:

- Africell: Musical system, tables, chairs and canopy



- Protec: Security
- Q-Bar: Venue
- Yoga instructor: Yoga exercise



Successes

- Schooling for Life is, after many years, seeing several students on the job market in internships and jobs, and can now start to monitor the positive effects and impact of the programme
- Many of our students are gaining internships or employment and stay employed after one year
- Students are putting their skills and behaviour into practice, which is well received by employers and creating opportunities
- Students are actively taking responsibility of finding internship opportunities

Challenges

- There were only a few institutions that offered a good diploma nursing programme and therefore the choices for institutions were quite limited
- Due to some companies and organisations still not being fully aware about Schooling for Life and the impact of the organisation, it was difficult connecting with potential companies and organisations for internship opportunities for students
- Despite encouragement from Schooling for Life, some students are not actively seeking internship and employment opportunities. They wait for Schooling for Life to help them.

How Will Our Experience Be Transformed into Change

- An internship strategy will be put in place to build more relationships with companies and organisations for internship (or employment) opportunities
- Students will be trained more extensively on taking responsibility and how to search for internships and jobs

Planned Activities for January - June 2019

- Outreach training for the recruitment process
- Start of Time Management and Communication skills classes
- Continuation of English and Math skills classes
- Outreach, application and selection process of new students
- End of semester students/guardian meetings with batch three students
- End of semester group guidance meetings for batch two and three students
- End of semester meeting with trainers
- Annual field trip



Schooling for Life Organisation (during reporting period)

Schooling for Life Board

Sjierly 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

Samah Conteh– Guidance Counsellor

Mohamed Nabieu- Programme Admin

Isha Jalloh – Guidance Counselling
Admin

Patrick Mambu – Office Admin
Assistant

The Netherlands - volunteers

Dries Arnolds – Website

Barbara Heutink – Social Media and
Communication

Stéfanie Freel – Partner relations/
Fundraising

Contact Information

Website: www.schoolingforlife.net

Emails: info@schoolingforlife.net (NL) | admin@schoolingforlife.net (SL)

Bank Information

The Netherlands

Rabobank

IBAN: NL49RABO017149022

Sierra Leone

United Bank for Africa

Leones Account: 5401-1003-000593-1

