



**Quarterly
Monitoring and Evaluation Report**

July - September 2019

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Contents

GLOSSARY	3
INTRODUCTION	4
PILLAR ONE - SCHOLARSHIPS.....	4
ENROLMENT	4
STUDENTS' PROGRESS IN INSTITUTIONS	5
PILLAR TWO – EMPLOYABILITY SKILLS TRAINING	6
PROGRESS OF STUDENTS IN SKILLS CLASSES.....	6
END OF SEMESTER MEETING WITH TRAINERS.....	11
TRAINING OF TRAINERS	11
PILLAR THREE - PERSONAL GUIDANCE	11
GROUP GUIDANCE SESSIONS.....	12
STUDENT/GUARDIAN MEETINGS.....	12
FINALISATION OF SELECTION PROCESS/DUE DILIGENCE.....	12
INAUGURATION	13
INTRODUCTION WEEK	13
BATCH ONE GRADUATION	14
ANNUAL FIELD TRIP.....	14
STUDENTS IN THE JOB MARKET	14
INTERNSHIPS	14
SCHOOLING FOR LIFE ORGANISATION (DURING REPORTING PERIOD)	16
SCHOOLING FOR LIFE BOARD	16
STAFF AND VOLUNTEERS	16

GLOSSARY

CCNA	Cisco Certified Networking Associate
GPA	Grade Point Average
GTI	Government Technical Institute
IAMTECH	Institute of Advanced Management and Technology
MMCET	Milton Margai College of Education and Technology
NCTVA	National Council for Technical, Vocational and other Academic Awards
SFL	Schooling for Life

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 pillars; scholarships, employability skills training and personal guidance.

This is the first quarterly M & E report produced by Schooling for Life. The M & E reports were produced on a half yearly basis. However, at our Staff Strategy meeting in August 2019 it was agreed that reports should be produced on a quarterly basis in order to improve the focus and quality of our reporting.

This Monitoring and Evaluation report covers activities planned and implemented from July to September 2019.

At the end of every reporting period, the organisation evaluates its progress and challenges. We have focused on the following for this reporting period:

- Enrolment into educational institutes
- Student progress in institutions
- Employability Skills classes
- Progress of students in Employability Skills Classes
- End of semester meeting with trainers
- Review of curricula for year 1 and 2 courses
- Training of Trainers (TOT) for skills classes
- Group guidance sessions
- Student/Guardian meeting
- Finalisation of the selection process of new students
- Inauguration of new students
- Introduction week for new students
- Annual Field Trip
- Batch One Graduation

PILLAR ONE - SCHOLARSHIPS

ENROLMENT

Schooling for Life's academic year runs next to each students' college calendar and therefore there are some students who have finished pillars two and three of the programme but are still pursuing their diploma courses.

During this reporting period we inaugurated twelve new students into the Skills for a Successful Future programme. A breakdown of students into various intended courses are as follows:

3 Pharmacy, 2 Nursing, 2 Electrical and Electronics, 2 Social Work, 1 Mechanical Engineering, 1 Information Technology, and 1 Banking and Finance.

Unfortunately, after inauguration, SFL was unable to enrol five students that intended to study Nursing and Pharmacology due to miscommunication of the deadline for admission to SFL by the educational institute.

The seven new students were enrolled during this reporting period with the following breakdown:

- 2 students at MMCET Congo Cross for Social Work
- 2 students at FLS Academy for Electrical and Electronics Engineering
- 1 student at IAMTECH for Banking and Finance
- 1 student at BlueCrest College for Information Technology
- 1 student at GTI for Mechanical Engineering.

As a result, during this reporting period, Schooling for Life had 27 students enrolled in various tertiary technical vocational institutions in Freetown; 1 batch one student, 6 batch two students, 13 batch three students, and 7 batch four students.

The breakdown of students into various courses and levels in ascending order according to batches are as follows:

Batch One: (1) student at Redeemers College of Nursing, is in her final year studying nursing.

Batch Two: (4) students at GTI had sat to their final exam and they are awaiting NCTVA result which will lead to their graduation in 2020 and (2) students at BlueCrest college studying Database Management Systems and Information Technology in Networking Engineering.

Batch Three: (4) students at BlueCrest College continue to study Database Management Systems and Information Technology in Networking Engineering, (7) students at MMCET Congo Cross sat to their second semester exams in July 2019, (3) students are studying Business Administration, (2) students studying Building and Civil Engineering and (2) students studying Accounting and Finance are awaiting result to be promoted to the 2nd year of their course. There is (1) student at MMCET Brookfields studying Tourism and Hotel Management also sat her second semester exam and she is awaiting result to be promoted to 2nd year in her course. (1) student at COMAHS studying nursing.

Batch Four: (1) student at BlueCrest College has been successfully registered into the institution. The remaining 6 students are awaiting acceptance letters from the educational institutions during this reporting period.

STUDENTS' PROGRESS IN INSTITUTIONS

All batch three BlueCrest College students are awaiting their results from their Information Technology exams. All the MMCET students at Congo Cross got above

3.7 out of 5.0 GPA in their first semester exams. They just sat to their second semester exams and they also are awaiting result. One student at MMCET Brookfields studying Tourism and Hotel Management, scored the highest GPA on the first semester exams with 4.6 out of 5.0. She has moved on to the second semester. One Batch three student at COMAHS is preparing for her first-year exams.

The four Batch two GTI students are completing their dissertations and are awaiting the results from their NCTVA exams. Successful completion means they will be eligible for graduation in 2020.

One Batch one student studying Nursing at Redeemers School of Nursing sat to her final exam in September and is currently awaiting her final results to graduate.

LESSONS LEARNT

Although we successfully bought and submitted admission forms for seven students from various institutions, one lesson learnt is to build strong relationships with our partner institutions to improve communication around deadlines.

It is also important to identify key contacts within partner institutions in order to improve communication flow and students' enrolment and progress during their course.

PILLAR TWO – EMPLOYABILITY SKILLS TRAINING

SKILLS CLASSES

In preparations for the new academic year, curricula were updated and printed for Mathematics, English Language, Work Ethics and Soft Skills for year 1 and 2 students respectively. A Soft Skills trainer was also hired to add to the pool of existing SFL trainers.

In September, Skill Classes commenced for the newly enrolled batch four students into year 1 of the employability skills training pillar. Batch 3 also commenced their 2nd year of the Skills for a Successful Future programme.

PROGRESS OF STUDENTS IN SKILLS CLASSES

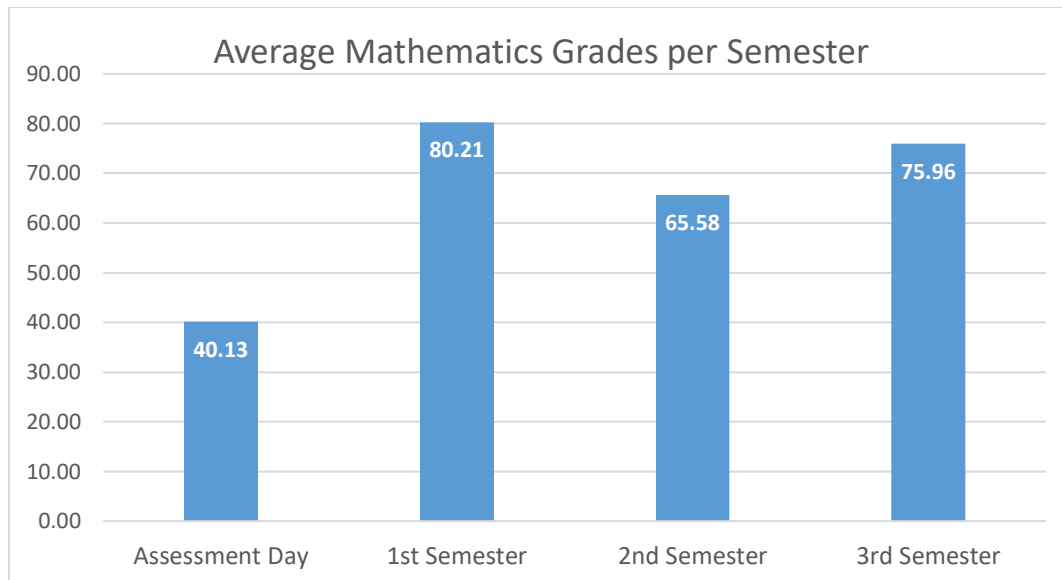
Schooling for Life assesses applicants to the organisation based on their English Language and Mathematics competences during the assessment day of the selection process. During their two years in the Skills for a Successful Future programme, students receive English Language for two years and Mathematics training for a year and a half. Students growth in these two subjects can be tracked for a long period of time, whereas the one-semester subjects, such as Soft skills, are only assessed per term. The overall performance of the student is assessed through assignments, group work and presentations all of which make up 30% of the students' grades and their end of semester exam is weighted at 70%.

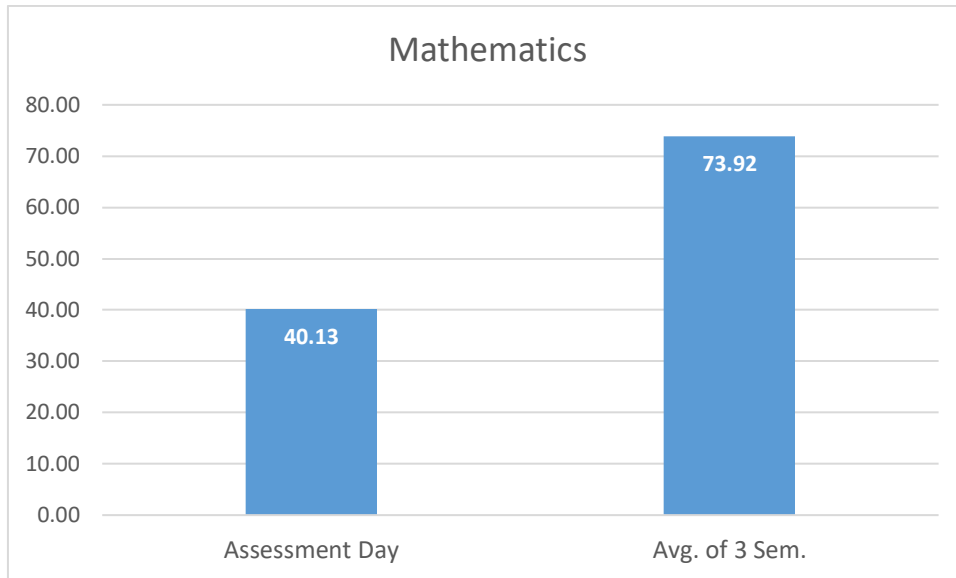
For this reporting period we focus on progress of Batch 3 in skills classes as batch 4 students only started the second pillar of the Skills for a Successful Future Programme in September.

MATH PROGRESS FOR BATCH 3 STUDENTS

When Mathematics scores for batch three students from Assessment Day are compared to the first, second and third semester of the first year of Mathematics skills, there is a significant improvement in students' scores.

The batch three students had an average score of 40.13 in their Assessment Day Mathematics assessment. After their first semester of skills classes, students had an average score of 80.21, which is double the average from Assessment Day. In the second semester the average score in Mathematics declined slightly to 65.58, as the degree of difficulty increased, but it was still more than a 25% average difference from the initial Assessment day. In the third semester the average score in Mathematics increased again by 10% to 75.96.

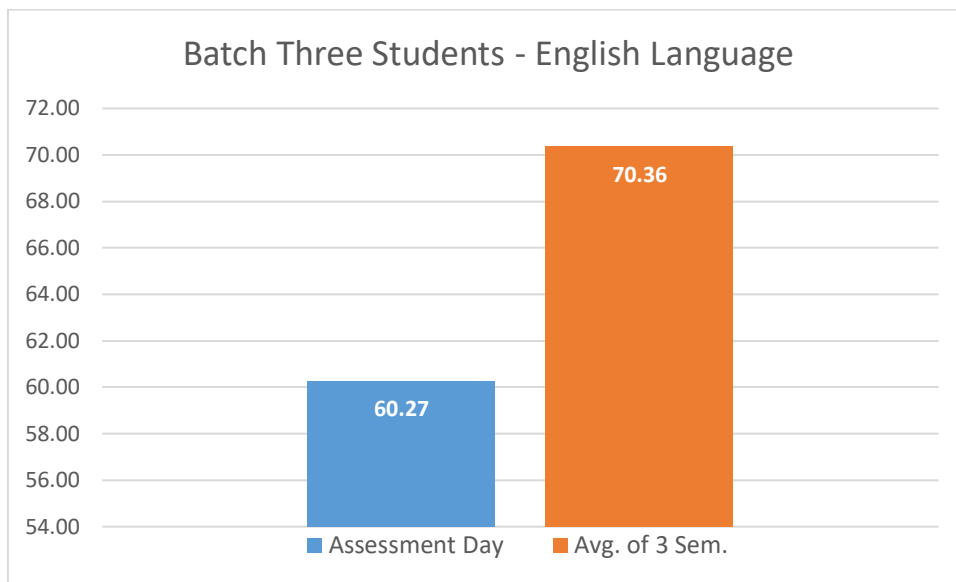
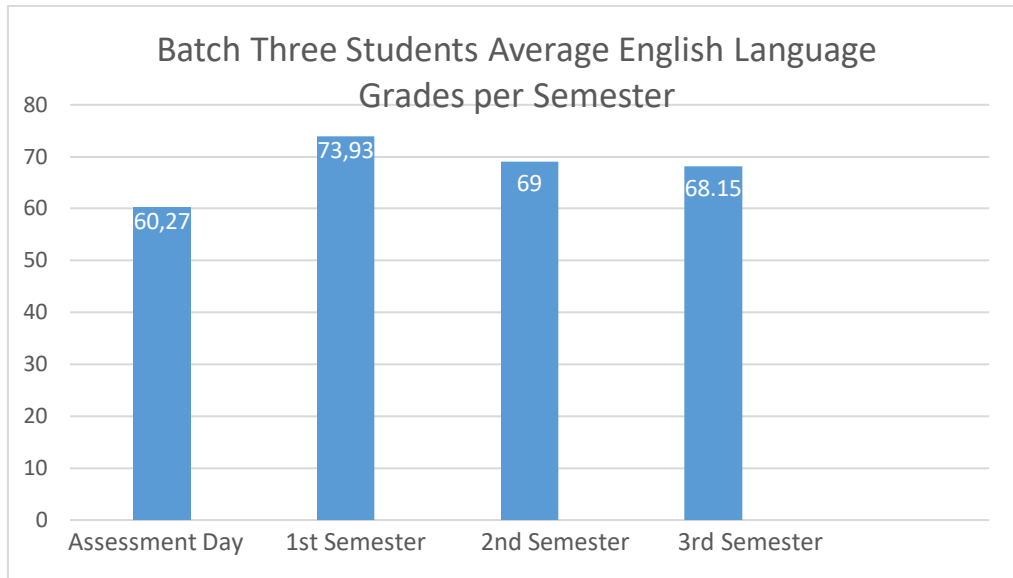


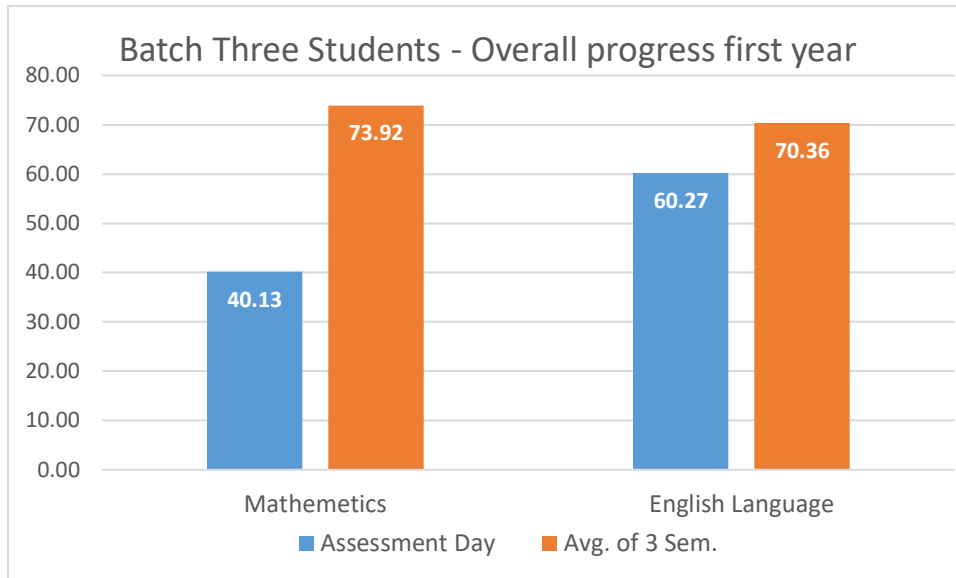


Comparing the average scores of the assessment to the average scores of the 3 semesters combined, proves that there has been an overall improvement of students in Mathematics.

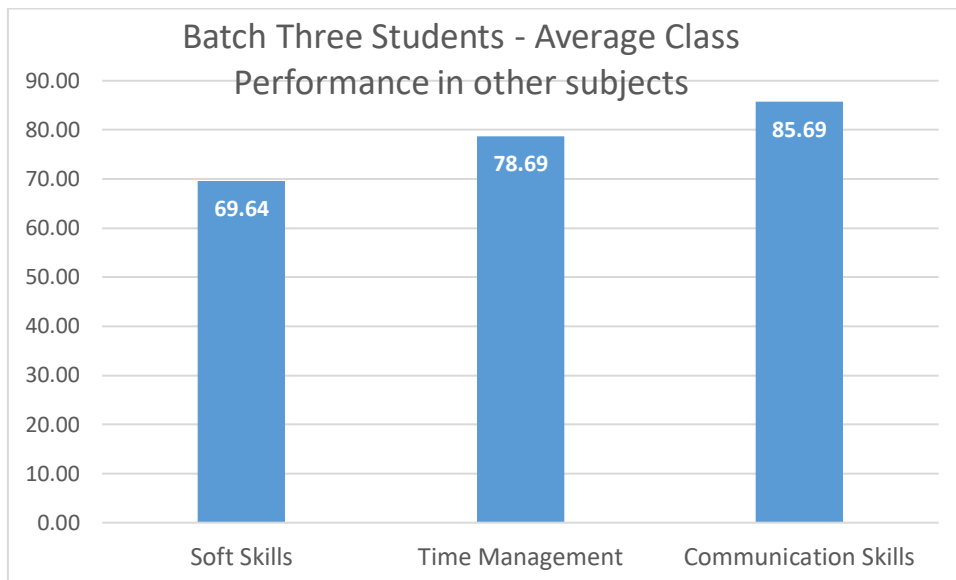
ENGLISH PROGRESS FOR BATCH 3 STUDENTS

The average score of the batch three students on Assessment Day for English Language was 60.27%. The average score in skills classes was 73.93% in the first semester, 69% for the second semester and finally, 68.15% for the third semester. Although students entered into the programme with a fair basic score in English Language, there is an increase in students' understanding of English language concepts, once students are in the programme. Comparing the Assessment Day scores to the average in the three semesters shows that student scores increased overall after the first three semesters in English Language.





Comparing Assessment Day to combined averages of 3 semesters



During the first three semesters, students took additional subjects beyond English Language and Mathematics. The first semester focused on Soft Skills, where students learned about problem solving, teamwork, creative thinking, critical thinking and more. Overall, students' performance in Soft Skills was encouraging, completing the course with an almost 70% average grade. For Communication Skills average pass marks was 86% and for Time Management 79% with topics covered including setting goals, effective time management and managing priorities. From the results it is evident that students found these classes interesting and appreciate the opportunity to strengthen their learning of these key skills in preparation for the external environment.

END OF SEMESTER MEETING WITH TRAINERS

The meeting of the trainers is to collectively review and address issues that affect the second pillar of the programme which is the employability skills training. Trainers agreed that the following had been identified as positive actions and activities during the third semester:

- Class participation
- Decreased rate of reference examinations

SFL also highlighted some of the challenges they have been facing with trainers as well, such as:

- Trainers not submitting lesson plans on time to be reviewed by SFL
- Trainers deviating from using the lesson plans
- Trainers not coming on time for their training

SKILLS CLASS CURRICULA

This year all the curricula for both classes were reviewed and slightly updated but have not undergone significant changes. For batch three students (year two), workbooks were printed for their various subjects; Mathematics, English Language and Work Ethics. For batch four students (year one) all curricula were printed for Mathematics, English Language and only the Soft Skills curriculum was updated.

TRAINING OF TRAINERS

In preparations for the start of the new skills classes for batches three and four students, four people were trained as part of the selection process for trainers. One was selected and hired at the end of the training based on performance. The training focused on training methodology and classroom behaviour. In addition to that, trainers were coached on what Schooling for Life expects from them and how they are going to achieve such goals.

LESSON LEARNT

In as much as students have improved significantly in class participation and attendance, trainers need to ensure that lesson plans are submitted on time and ensure that they do not deviate from planned lessons.

PILLAR THREE - PERSONAL GUIDANCE

Personal Guidance is the third pillar of the Skills for a Successful Future programme. This pillar is designed to support students' personal growth and support students in the development of attitudes, character and behaviour for all areas of life.

As reported previously, personal guidance had to be put on hold for Batch two students, due to absence of a guidance counsellor. A new guidance counsellor had

been trained and could therefore give the additional personal guidance that was intended for them, from July to September 2019. Batch three, who did not receive personal guidance throughout their first year, are to start their sessions in October 2019 together with the Batch four students.

GROUP GUIDANCE SESSIONS

The idea behind group guidance sessions is to check in with each group as a whole (batch two and three students) at the end of every semester and discuss common issues across the group and support each other in dealing with these common hurdles. This will increase the bonding within the team and promote support for each other in the programme.

In the last semester group guidance session, batch three students spoke about unity and the need to have healthy competition within group, and to encourage and support each other's growth and development. SFL supported them with tools to increase team work and unity.

STUDENT/GUARDIAN MEETINGS

The student-guardian meeting is held at the end of every semester to provide updates on students' performance in the programme throughout the semester, explain to guardians the support Schooling for Life has provided throughout the academic year, give updates on upcoming semester events and activities and what is expected from the students. Finally, the meeting is an opportunity to obtain comments/questions from guardians and students with regards to the operations of Schooling for Life.

As this was the last student guardian meeting before the closing of the academic year, end of year results was given to batch three students (in letters) as they were the only batch at the time completing pillar two of the Skills for a Successful Future programme.

LESSON LEARNT

- Guidance counselling is a specialised skill and the depth of guidance given in SFL is not often found in other organisations in Sierra Leone which made recruiting for the position challenging.
- Training of a new guidance counsellor to reach the level we need within SFL, before they can start, takes longer than expected.

PROGRAMME RELATED ACTIVITIES

FINALISATION OF SELECTION PROCESS/DUE DILIGENCE

Prior to the start of each academic year, since 2014, Schooling for Life conducts 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.

Prior to the due diligence, our students who were still enrolled in college and those who already completed their formal education were asked to provide feedback on their institutions as we value their practical input. 38 students filled out institute evaluation forms and this was analysed to inform the questions that were prepared for due diligence.

Based on the outcome of the due diligence process, Schooling for Life selected the following institutions to work with.

1. Milton Margai College of Education and Technology (MMCET) Goderich for Social Work
2. FLS Academy for Electrical and Electronic Engineering
3. IAMTECH for Banking and Finance
4. BlueCrest College for IT
5. GTI for Mechanical Engineering.

After rigorous interviews and the Assessment Day, out of 76 received applications, 12 students were inaugurated into the Skills for a Successful Future programme. Out of these 12, after acceptance into the colleges, 7 were officially accepted into the organisation.

INAUGURATION

The Inauguration Day was held mainly for students to be officially welcomed into the Skills for a Successful Future programme. However, a student's acceptance into the programme can only be formally confirmed once they have been accepted into their educational institutions. During the Inauguration Day, MOU's and Rules and Regulations were read and explained to the students and the guardians. Questions were asked and clarity was given, where necessary. Students signed the Rules and regulations and Guardians signed MOUs respectively. Schooling for Life T-Shirts and ID cards were given to the students.

INTRODUCTION WEEK

As an extension to Inauguration day, a three-day introduction week was conducted for the batch four students to be officially introduced into the Schooling for Life family. The main aim of the event is for new students to be familiarised with the old students and also for the new students to be introduced to the programme and policies of SFL. During the introduction week, different masterclasses are held by external rolemodels and professionals on different relevant topics and by the staff of SFL. All batches of students are asked to be part of the programme for familiarisation purposes and skills class trainers are asked to come and introduce themselves.

BATCH ONE GRADUATION

Our first graduation was held for the first batch of students who started the programme in 2015 and have completed all three pillars of the Skills for a Successful Future programme. Each student received a certificate - Acknowledgement of Participation - together with a letter of recommendation from Schooling for Life.

As the very first batch of students, the organisation is pleased and satisfied with their resilience and hard work. They have been serving as role models, as most of them are either working as a full-time employees or doing internships at a recognised company in Sierra Leone.

ANNUAL FIELD TRIP

Field trips are organised by Schooling for Life to broaden students' horizons, give them information not received through regular education and to provide an educational experience in addition to the regular programme. This trip also aids students to learn about the history and culture.

This year's field trip was a visit to the Sierra Leone National History museum. The objective was for students to learn from the tour guide about the history of the country, the various tribes, and even some mystical aspects of cultural beliefs. Students were very engaged in the touring experience as they asked the tour guide many questions and took careful notes. A student studying Tourism was especially excited to have gained the experience. Even though she had visited the museum before, she never had a guided tour to get the educational experience.

STUDENTS IN THE JOB MARKET

Schooling for Life provides students with the type of comprehensive education that will prepare them for the job market.

INTERNSHIPS

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.

During this reporting period, one student from Batch 2, who finished her studies in Banking and Finance and was doing an internship at Sensi Tech Hub, was offered a job as the assistant finance officer after she completed her internship with the organisation.

Another student from Batch 2, who studied Business Administration, gained an internship through SFL with Lacs Villa Hotel as the front desk officer.

This brings the total of SFL students active on the job market (working or in an internship) to 17.

Out of the 13 Batch 1 students, 12 were active in the job market – 10 of whom were fully employed and 2 were volunteers. Out of the 13 Batch 2 students, 5 students were active on the job market, of whom 1 was fully employed and 4 were on internships.

Every reporting period the number of students actively engaged on the job market rises. We are very happy to show the increasing success of the programme.

LESSON LEARNT

As a first, the Batch One graduation ceremony was a success although our planning of the session could be improved.

Planned Activities for October - December 2019

- Continuation of Employability skills classes
- Continuation of registration of students to various institutes
- End of semester meeting with trainers
- End of Semester Student Guardian/Group guidance meetings
- Christmas Activity Day

Schooling for Life Organisation (during reporting period)

Schooling for Life Board

- Sjerly Pereira - Chairman
- Desmond Awoonor – Gordon
- Harm Beskers

Staff and Volunteers

Sierra Leone - paid staff

Sjerly Pereira – Country Director

Janice Williams – Operational Manager

Danny Gbesonga – Programme Coordinator/ Trainer of Trainers

Alex Menjor - Senior Finance Officer

Hawanatu
Counsellor

Kamara-

Guidance

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

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