



**Quarterly
Monitoring and Evaluation Report
October - December 2019**

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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
PCMH	Princess Christian Maternity Hospital
UBA	United Bank for Africa
DSI	Data Science Intensive



INTRODUCTION

This Monitoring and Evaluation report covers activities planned and implemented from October to December 2019. This is the second quarterly M & E report produced by Schooling for Life. Previous reports were produced on a half-yearly basis.

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.

For this reporting period we have evaluated our progress and challenges, and captured our lessons learnt under the following work areas:

- Enrolment/ registration
- Student in the Job Market
- Skills classes
- Progress of students in Skills Classes
- End of semester meeting with trainers
- Review of curricula for year 1 and 2 courses 2nd semester
- Group guidance meetings for batch 3 and 4 students
- Payment request training
- Master Class for batch 2, 3 and 4 students
- Christmas Activity Day

The table below provides a breakdown of Schooling for Life students in college or graduated and/or in employment as at 31st December 2019. It represents the entire compliment of students who have undergone, or are undergoing the two-year programme at Schooling for Life. Batch 4 is the most recent intake of students whilst Batch 1 were the first to complete and transition out of the programme apart from one student still completing her course.

Table 1

Batch	Students in college	Graduated from college but without employment	In Employment	Total
1	1	-	12	13
2	6	1	6	13
3	13	-	-	13
4	7	-	-	7
Total	27	1	18	46



PILLAR ONE – SCHOLARSHIPS

ENROLMENT

For this reporting period no further enrolments took place. 27 students are still pursuing their various courses as follows:

Batch One (Number of Students – 1) This student is awaiting results at Redeemers College of Nursing, which will qualify her to graduate out of the programme in 2020.

Batch Two (Number of Students – 6) (4) students are awaiting results from GTI and **(2)** students are at BlueCrest college completing their Database Management Systems module in Information Technology. One student is studying Networking Engineering and the other is studying Database Administration.

Batch Three (Number of Students – 13) All **(4)** students at BlueCrest college passed their previous semester modules and are registered for this semester's module (DSI) in Networking Engineering which will start in January 2020. Their registration for the second-year programme has been completed.

All (7) students at MMCET Congo Cross and **(1)** at MMCET Brookfields have also been registered for their second academic year in college and all fees have been paid by Schooling for Life. The breakdown of students based on their courses being studied are as follows: MMCET Congo Cross: **(3)** students studying Business Administration, **(2)** students studying Civil and Building Engineering, **(2)** students studying Accounting and Finance and **(1)** student at MMCET Brookfields studying Tourism and Hotel Management. Finally, there is **(1)** student at COMAHS that has just sat to her final first year examination and has been placed by the institute for apprenticeship while waiting for her results.

Batch Four (Number of Students – 7) (2) students are at FLS Academy for Electrical and Electronics Engineering courses, **(2)** students at MMCET Goderich for Social Work, **(1)** student at IAMTECH for Banking and Finance, **(1)** student at GTI for Mechanical Engineering and **(1)** at BlueCrest College studying Information Technology.

REGISTRATION

Overall, 18 out of 20 students in Batches 3 and 4 were registered during this reporting period, with the breakdown as follows: -

Batch	BlueCrest	FLS Academy	GTI	IAMTECH	MMCET Brookfields	MMCET Congo Cross	MMCET Goderich	Total
3	4				1	7		12
4		2	1	1			2	6
Total	4	2	1	1	1	7	2	18



One student at BlueCrest College in Batch 4 was already registered in the last reporting period and one student at COMAHS in Batch 3 was not re-registered for the 2nd academic year as the institution maintains a different start date in the academic year. Meanwhile the institution has sent her for apprenticeship at PCMH Hospital while waiting on her 1st year results.

STUDENTS' PROGRESS IN INSTITUTIONS

All 7 students at MMCET Congo Cross campus were promoted to Year Two of their various courses, with above 3.00 grade point average.

One student at COMAHS sat to her 1st year examinations and is awaiting results that will qualify her to move to year two of her programme. This student has been posted to PCMH/Cottage Hospital to practice nursing whilst awaiting her results in early 2020.

One student at MMCET Brookfields was promoted to second year of her programme having fully registered, with lectures already commenced.

RELATIONSHIP BUILDING WITH INSTITUTIONS

Schooling for Life successfully signed MOUs with three colleges; MMCET Goderich (covering all MMCET campuses), IAMTECH and FLS Academy during this reporting period. The MOUs are signed with educational institutes we work with, to formalise our partnerships, and to strengthen our relationship with the institutes where our students attend. These MOUs are usually signed at the start of the academic year however it was challenging engaging these institutions due to change in their personnel and difficulties with the new staff understanding the reasons for having the MOUs signed.

LESSONS LEARNT

Schooling for Life should try to maintain its contacts at senior levels with these institutions throughout the year to avoid a break, or misunderstanding in communications on college application/registration processes and timetables.



PILLAR TWO – EMPLOYABILITY SKILLS TRAINING

SKILLS CLASSES

Employability skills classes have continued uninterrupted for the period with Batch four students sitting to their first Schooling for Life exams in December 2019. Batch three students sat to their first exams of year two of skills class. Progress and performance will be discussed in the following section. For every subject there are 4 parts to each assessment. Each part is marked out of 100 marks.

Theory: Assessment Type 1: Part A: End of Semester Examinations. Marked out of 100

Practical: Assessment Type 2: Part B: Assignments. Marked out of 100
Part C: Group Work. Marked out of 100
Part D: Presentations. Marked out of 100

Assessment Type 1 A makes up **70%** of the student's total passing grade. The minimum passing grade for the exam is 57/100 marks. 54 marks and below is a reference grade.

For English Language, the examination has two elements since this academic year: oral and written.

Assessment Type 2 B,C,D together make up **30%** of the students total passing grade. Each assessment makes up 10% of the total passing grade. Minimum grade is 60/100 marks each for two out of the three assessments.

The overall Schooling for Life passing grade is **55 marks**

One reference examination is also offered if students fail to make the exam passing grade at the first attempt. Examination results reported below include reference results.

Pre and post assessments are also used to evaluate students' performance in a semester or over a year. Pre-assessment examinations are taken at the beginning of the semester and post-assessment at the end. This is only for the organisation's monitoring reference.

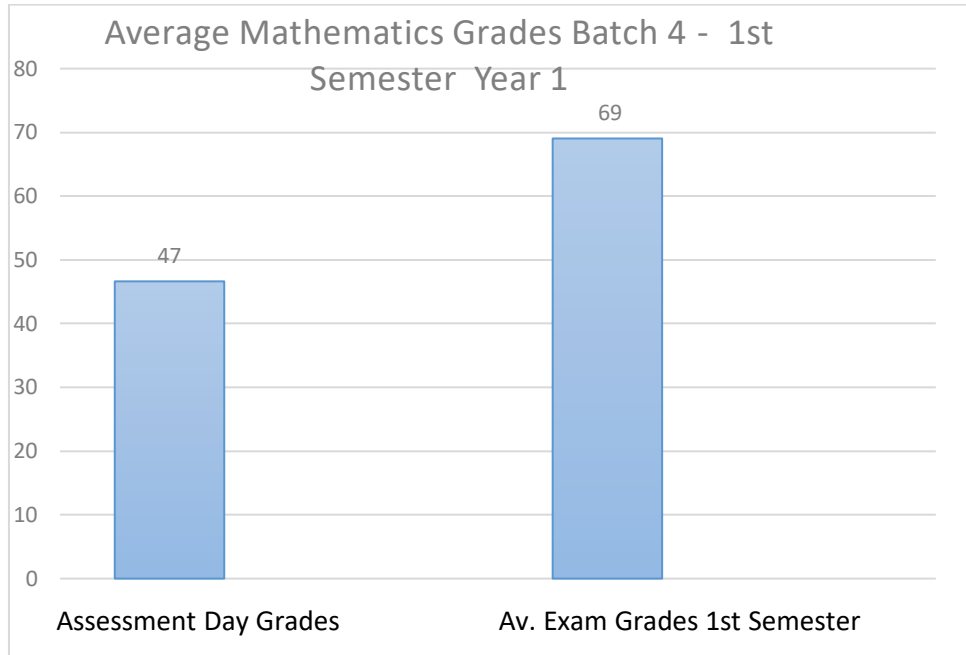


PROGRESS OF STUDENTS IN SKILLS CLASSES

MATHEMATICS PROGRESS FOR BATCH 3 STUDENTS

Mathematics progress for batch 3 students will be reported in the next M & E Report as they had an extended first (and final) semester for this subject, which ended in January 2020.

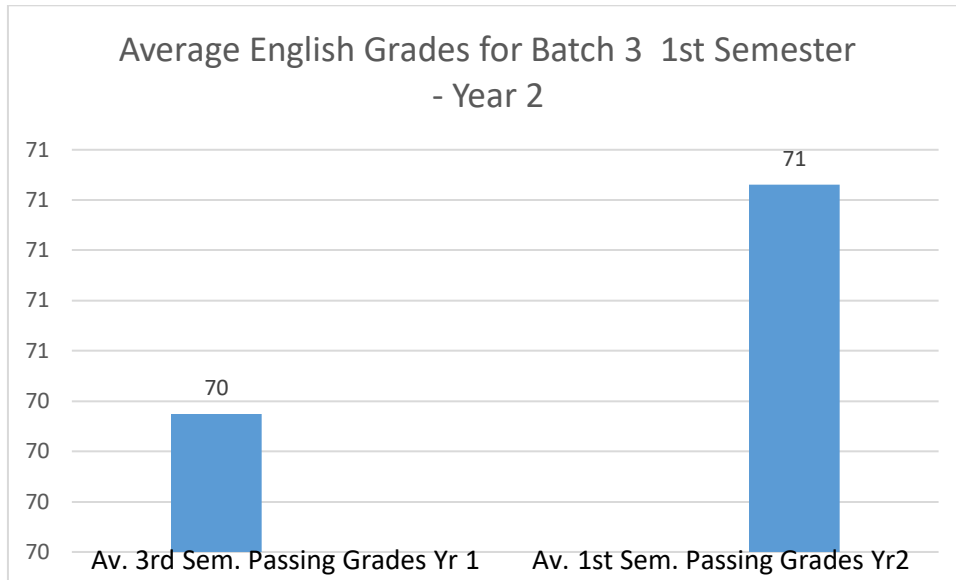
MATHEMATICS PROGRESS FOR BATCH 4 STUDENTS



The students have demonstrated significant improvement in their examination grades in comparison to their assessment day grades. There is a 22 point increase in their average performance. It is anticipated that the trend will continue as the students settle into the Schooling for Life training system.

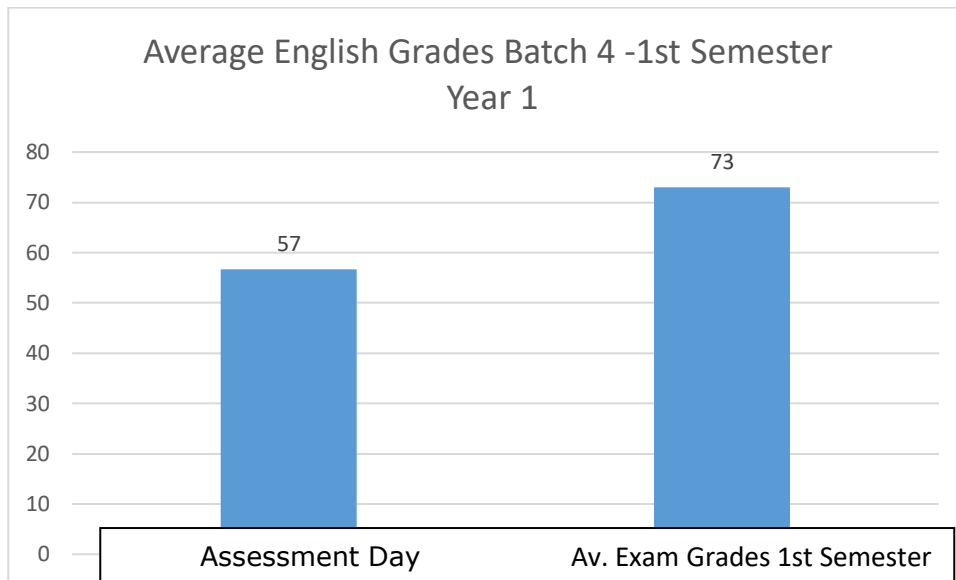


ENGLISH PROGRESS FOR BATCH 3 STUDENTS



The average percentage English grade for third semester of last year was high at 70% with a 1% increase on this semesters' passing grades. Although there was a change in trainers, this has not affected the students' performance.

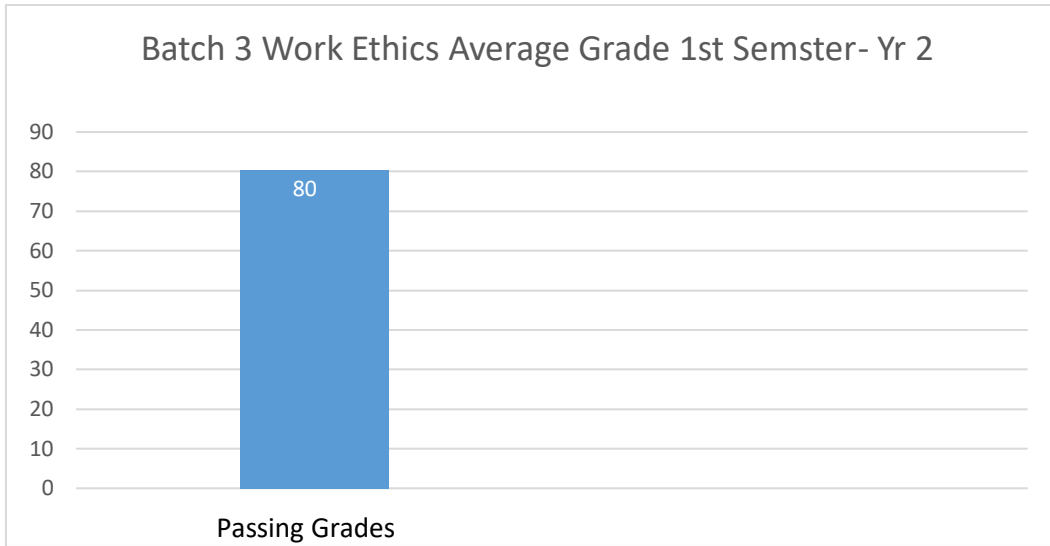
ENGLISH PROGRESS FOR BATCH 4 STUDENTS



The average exam grades for English for Batch 4 is encouraging as compared to assessment day results. It is expected that exam grades will continue to improve as the students settle into the Schooling for Life teaching and examination methods.

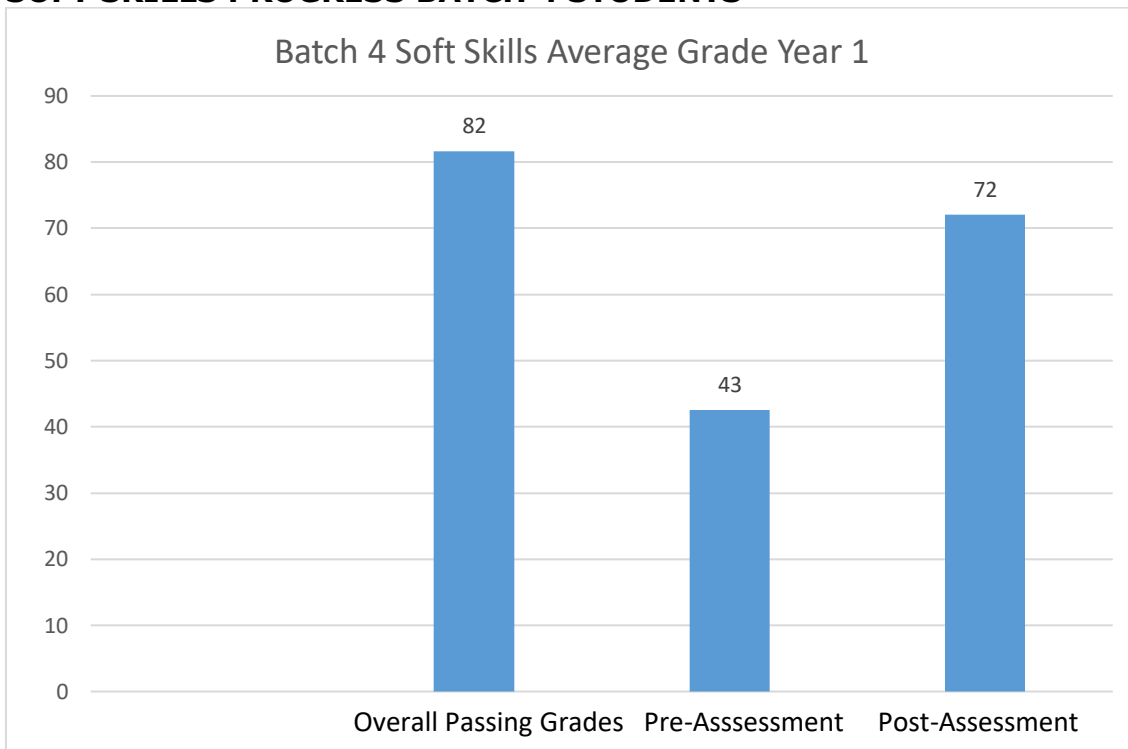


WORK ETHICS PROGRESS BATCH 3 STUDENTS



The Work Ethics skills class was first introduced to Batch three students this semester. The passing grades are very encouraging at an 80% average.

SOFT SKILLS PROGRESS BATCH 4 STUDENTS



There was a significant improvement in the post assessment grades vs. the pre-assessment grades for soft skills classes for batch 4 students. Schooling for Life Soft Skills classes remain very popular with students as it is usually their first opportunity to develop proficiency in skills such as communication, and critical and creative thinking.

END OF SEMESTER MEETING WITH TRAINERS

Schooling for Life held its end of semester trainers meeting on 19th December 2019. These meetings provide a space for trainers and Schooling for Life management's reflections on the progress of skills class. Key talking points include updates on actions from previous trainers meeting, emerging issues including student performance, exam submission/quality of exam questions, timely submission of grades/lesson plans and the grading system. Two out of three trainers attended the meeting and provided frank suggestions for improving some elements of the skills class.

REVIEWING OF CURRICULA FOR SECOND SEMESTER

In preparation for the next semester the Communication skills curriculum for year one was reviewed. The review process is to ensure the curriculum remains relevant and updated. There were no changes to the communication skills curriculum for this semester.



PILLAR THREE - PERSONAL GUIDANCE

In October 2019, personal guidance started for both Batch three and four. As Batch three had not had personal guidance the year prior, both batches started at the same time. Every student has a one on one conversation for 45 minutes every two weeks.

Personal Guidance is designed to support students in their behavioural and character development, which will empower them to implement the knowledge gained through the other two pillars when leaving the programme and become self-reliant people.

During the session, the guidance counsellor focuses on personal development goals that the students have set for themselves. Main topics discussed during personal guidance are: progress in college and skills classes; hurdles encountered while in the programme; self-confidence building; public speaking skills; anger and stress management; time management; self-reflection; personal care (i.e. sleeping patterns); solution focused and positive thinking; critical thinking. Every semester the students work on approximately 3 goals.

Students often indicate that the personal guidance is the crucial element to their personal development and transgresses into all aspects of their lives.

GROUP GUIDANCE MEETINGS FOR BATCH 3 STUDENTS

Group guidance meetings were held for Batch three in December 2019 and planned for January 2020 for batch four students. Key issues for discussion for batch three were team building, being a role model/ambassador to Batch 4 students and the importance of Personal Guidance.

PROGRAMME RELATED TOPICS

PAYMENT REQUEST TRAINING FOR BATCH 3 AND 4 STUDENTS

A Payment Request training was organised for all Batch three and four students on the 9th November 2019. 17 (6 Female) (11 Male) students in total were in attendance from both batches. The purpose of the training was to help students understand Schooling for Life's support to students and to enable them to understand the payment request process in order to minimise errors and improve the efficiency of the process. Students were encouraged to use their email to send their requests, for a more reliable and quicker response to their requests.

MASTER CLASS

As part of Schooling for Life's key skills development and learning opportunity provided for its students, a masterclass for all batch two, three and four students was organized on 30th November 2019 at the Africell American Corner.



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The session was designed and facilitated by an experienced leadership and organisational change management expert with several years of international private sector experience. 25 (8 Female) (17 Male) students were in attendance. The aim and objectives the masterclass was to provoke thought, discussion and learning on positive leadership skills as a personal development objective through the application of emotional intelligence.

The main discussions points and topics included: -

1. Self-identity and discovery
2. Leadership and leadership theories
3. Communication skills of a good leader
4. Leadership styles
5. Emotional intelligence

At the end of the session there was an opportunity for students to complete an exercise on individual leadership skills and develop a personal action plan.

Students were also able to ask questions throughout, and at the end of the session. The objectives of the masterclass were achieved with good attendance and participation from students.

CHRISTMAS ACTIVITY DAY

On the 14th December 2019, Schooling for Life held its annual Christmas activity day. It was an action-packed event with active participation of students of batches two, three and four, and staff at the Qbar Restaurant at Lumley Beach, Freetown. Activities included yoga, volleyball, blindfold race and miming. A total of 30 20(male) 10(female) students were in attendance. The games were interesting and encouraged maximum participation with all planned activities executed well. The food was delivered on time and security personnel ensured that the space was safe for all participants. Different elements of the event were sponsored by Africell SL, Protech and Qbar.

LESSON LEARNT

There is a need to improve on our planning to ensure the programme of the Christmas Activity Day starts on time, and to prepare clear guidelines for the day including for activities and a code of conduct to guide students' behaviour. The use of the Christmas activity day as a visibility and publicity opportunity to raise awareness about our work would be advantageous.



SCHOOLING FOR LIFE

STUDENTS IN THE JOB MARKET

After students complete the programme, they are exposed to internship opportunities to gain experience in the work environment. The internship process is an integral part in the programme as it provides opportunity for students to demonstrate 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 all students are required to go through an internship period.

JOB MARKET

For this reporting period, we have a total of 2 new students in the job market and 4 students who either switched jobs or gained full employment with the same employer during the period under review.

New job market entries and switches within reporting period

Student	Gender	Year of finishing SFL programme	Course Studied	New Position	New employer (during reporting period)	Previous position and employer	Years of job market engagement before new position
1	Female	2019	Secretarial Studies	Assistant Teacher	Ronsab Preparatory School	None	None
2	Male	2019	Database Management (IT)	Archivist	United Bank for Africa	Marketeer at Afrigas	8 Months
3	Male	2018	Human Resources	Recruitment Officer	Afriqia HR Solutions	Intern at Afriqia HR Solutions	1 year 2 months
4	Female	2019	Business Management	Marketeer	Finic Factory	Intern at Finic Factory	3 months
5	Female	2019	Social Work	Family Coordinator	Sudu Salone	Intern at USA Embassy	5 months
6	Male	2019	Social Work	Community Liaison Officer	Sudu Salone	None	3 Months



Total number of students engaged in the job market until end of period under review

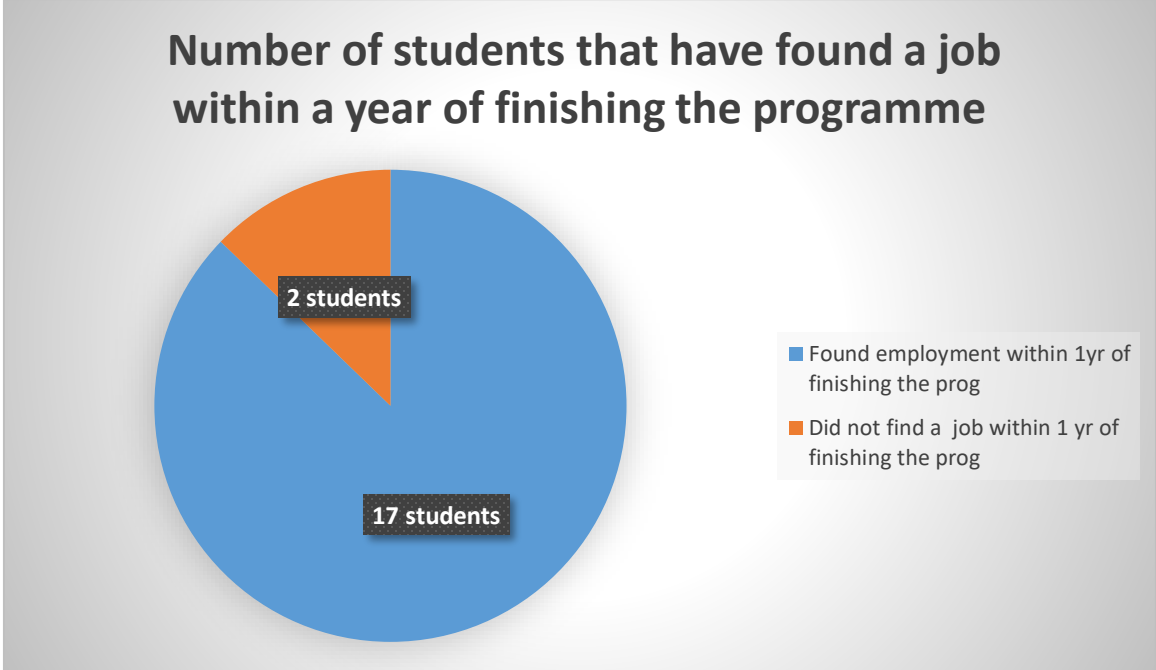
Student	Gender	Year of finishing SFL programme	Course studied	Current Position	Current employer (during reporting period)	Years of job market engagement since finishing the programme
1	female	2019	Secretarial Studies	Assistant Teacher	Ronsab Preparatory school	2 months
2	Female	2019	Secretarial Studies	Marketeer (volunteer)	OMS Canteen	1 month
3	Male	2019	Database Management	Archivist	UBA	10 months
4	Male	2018	Web Development	Office Admin	Schooling for Life	1 year 4 Months
5	Male	2018	Human resources	Recruitment Officer	Afriqia HR Solutions	1 year 3 months
6	Male	2019	Database Management	I.T Officer	Universal Brokage Service	7 months
7	Female	2019	Social Work	Family Coordinator	Sudu Salone	6 months
8	Male	2019	Social Work	Community Liaison Officer	Sudu Salone	4 months
9	Male	2019	Social Work	Social Worker	Don Bosco Fambul	8months
10	Male	2017	Civil Engineering	Logistics Manager and Receptionist	Mareno Enterprise	1 year 9 months



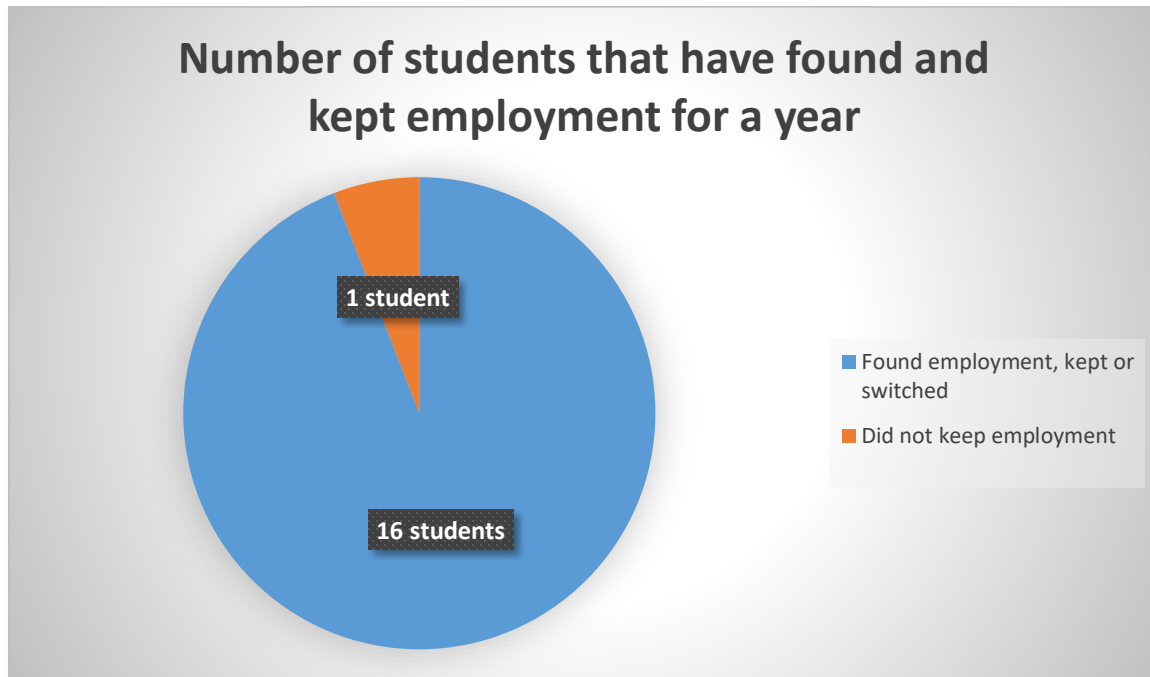
11	Male	2019	I.T - Networking	Digital staff	UBA	10 months
12	Male	2019	I.T - Networking	Immigration Officer	Immigration Department	10 months
13	Female	2019	Banking and finance	Accountant Assistant	Sensi Hub	5 months
14	Male	2019	Business Management	Front desk officer (intern)	Lacs Villa Hotel	3 months
15	Female	2019	Business Management	Marketeer	Finic Factory	4 months
16	Male	2018	I.T – Database and Web Management	Marketeer	Orange Sierra Leone	1 year 2 Months



The chart below shows the number of students that have found employment within 1 year of finishing the entire programme and students who within 1 year could not secure employment. Out of 19 students that have finished the entire programme, 17 (12 male, 5 female) were able to secure employment and 2 (1 male, 1 female) students could not secure employment within a year of finishing the programme.



Out of the 17 students who found a job within one year of finishing the programme, 16 (11 male, 5 female) students have kept the same job up until this reporting period. 1 student (male) was not able to keep the employment.



Students who finished the SFL programme but are not engaged in the job market during the period under review

Student	Gender	Year of finishing SFL programme	Course studied	Previous employer	Years of job market engagement since finishing the programme
1	Male	2019	I.T - Networking	Sudu Salone	8 months as a community liaison officer
2	Male	2019	I.T - Networking	None	None
3	Female	2019	Business Management	None	None

Planned Activities for January - March 2020

- Continuation of skills classes
- Student guardian meeting for batch 3 and 4 students
- Recruitment process for batch 5
- End of semester meeting with trainers
- End of Semester Student Guardian/Group guidance meetings



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

Alex Menjor - Senior Finance Officer

Sybil Bailor – Operational Manager
(interim)

Hawanatu Kamara– Guidance
Counsellor

Danny Gbesonga – Programme
Coordinator/ Trainer of Trainers

Isha Jalloh – Programme Admin

Patrick Mambu – Office Admin Assistant

The Netherlands - volunteers

- Dries Arnolds – Website
- Barbara Heutink – Social Media and Communication
- Stéfanie Fréel – Partner relations/ Fundraising

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