



**Quarterly
Monitoring and Evaluation Report
January - March 2020**

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GLOSSARY

Avg	Average
COMAHS	College of Medicine and Allied Health Science
GTI	Government Technical Institute
GPA	Grade Point Average
IAMTECH	Institute of Advance Management and Technology
I.T.	Information Technology
MMCET	Milton Margai College of Education and Technology
NCTVA	National Council for Technical, Vocational and other Academic Awards
SFL	Schooling for Life
SL	Sierra Leone
UBA	United Bank for Africa
Yr	Year

INTRODUCTION

This Monitoring and Evaluation report covers activities planned and implemented from January to March 2020. This is the third quarterly M&E report produced by Schooling for Life for this academic year 2019/2020. At the time of writing this report most of our activities were put on hold due to the COVID-19 outbreak. Some activities were postponed until further notice, whilst other activities were held to round up the semester.

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. Schooling for Life assesses its success based on the following objectives:

- At least 80% of students who started the programme, graduate from the programme
- At least 80% of students who have graduated from the programme, are engaged in meaningful employment within 1 year of graduation (this can also be a transition from internship to full employment)
- At least 80% of graduates who have secured employment, have remained in meaningful employment for at least 1 year.

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

- SCHOLARSHIPS
- PROGRESS OF STUDENTS IN SKILLS CLASSES
- REVIEW OF CURRICULUM FOR YEAR 2 COMPUTER SKILLS TRAINING
- TRAINING OF TRAINERS
- CONTINUATION OF PERSONAL GUIDANCE
- FIRST SEMESTER GROUP GUIDANCE MEETING FOR BATCH FOUR
- STUDENT GUARDIAN MEETINGS FOR BATCH 3 AND 4 STUDENTS
- STUDENTS IN THE JOB MARKET

The table below provides a breakdown of Schooling for Life students in and out of the programme as at 31 March 2020. It represents the entire compliment of students that are currently being taken care of by SFL to pursue their tertiary education and the ones who have graduated. Batch four is the most recent intake of students into the Skills for a Successful Future programme.

Table 1: Overview of all students in and graduated from the programme

Batch	Students in college	Graduated from college but without employment	In Employment	Students still in college but finished pillar 2 and 3	Total
1	1	3	9	1	13
2	4	1	8	4	13
3	13	0	0	0	13
4	6	0	0	0	6
Total	24	4	17	5	45

Note: The numbers in the second column overlap to the numbers in the fifth column

PILLAR ONE – SCHOLARSHIPS

Following the table above, the breakdown of students in college as at 31st march 2020 reads as follow:

Batch One (Number of Students – 1) This student has collected her final results at Redeemers College of Nursing and she has successfully passed her exams without reference. She is currently waiting to graduate out of the SFL programme as well as from her college, which will most likely happen after the government of Sierra Leone will lift the state of emergency in the country.

Batch Two (Number of Students – 6) (4) engineering students are awaiting their NCTVA results at GTI and (2) Information Technology students are at Bluecrest college completing their courses respectively on Database Administration and Networking.

Batch Three (Number of Students – 13) (4) students at Bluecrest college are pursuing their final module in Networking. (7) students at MMCET Congo Cross and (1) at MMCET Brookfields. The breakdown of students based on their courses being studied are as follows: MMCET Congo Cross: (3) students are studying Business Administration, (2) students are studying Civil and Building Engineering, (2) students are studying Accounting and Finance and (1) student at MMCET Brookfields is studying Tourism and Hotel Management. Finally, (1) student at COMAHS has collected her results of her first year examination and was successfully promoted to year two.

Batch Four (Number of Students – 6) Initially, there were (2) students at FLS Academy for Electrical and Electronics Engineering, however, (1) student has stopped attending SFL including his college classes. The SFL management has officially dismissed him from the programme after several unsuccessful attempts to talk to him and his guardian. (2) students at are MMCET Goderich for Social Work, (1) student is at IAMTECH for Banking and Finance, (1) student is at GTI for Mechanical Engineering and (1) student is at Bluecrest College studying Information Technology.

In the last reporting period, we concluded our student enrolment and registration for batches three and four students in their various colleges except for one batch three Nursing student and one batch four I.T. student.

It is important to note that not all colleges are on the same academic timeline and therefore registration periods will vary per college.

During this reporting period, we registered the batch four student at Bluecrest college for his A+ programme, after completing his Basic programme. The batch three

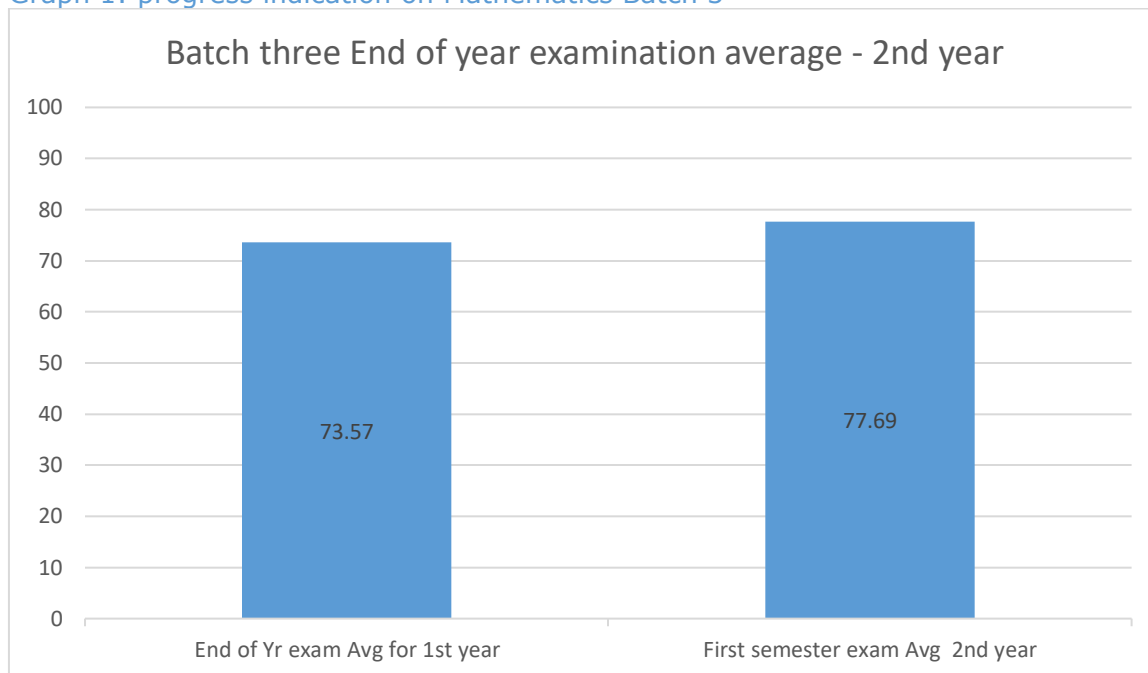
Nursing student has received her first-year transcript and was successfully promoted to year two of her programme. Payment will be made for her second-year registration while she continues her apprenticeship in nursing at different hospitals.

Due to the COVID-19 outbreak in the country starting March 2020, all educational institutes have been closed by the Sierra Leone government since 31 March 2020 until further notice.

PILLAR TWO - EMPLOYABILITY SKILLS TRAINING

Skills classes for the second semester continued for both batches after Christmas break. The batch three students sat to their final examination for Mathematics in February (this is an extended semester in the second year) and they all passed. The average class grade for Mathematics was 77,7. The graph below shows a comparison between the end of third semester examination in year 1 and the end of first semester examination in year two for batch three.

Graph 1: progress indication on Mathematics Batch 3



The students have demonstrated a slight improvement in their first semester second year examination grades compared to their end of first year examination grades. As the students came to the final components of the Math material the average increase of 4.12 points still shows increased understanding and progress, while the material also became more difficult.

For this semester, the batch three students had three skills classes; Work ethics, English Language, two months of Mathematics (final months) and the first month of Computer Skills. The Computer skills class is a very important skills training as SFL is preparing students for the job market. The objective of this skills class is to give students practical knowledge and skills of how computers work as well as experience with the different programmes that are used like Word and Excel. In order to make

this class as hands-on as possible we were able to facilitate a desktop or a laptop for each student to make the classes practical. This was possible through a large computer donation from a primary school in the Netherlands.

Batch four students received training this quarter on English Language, Mathematics and Communication Skills. The Communication skills class is designed for students to improve on their communication both for personal growth and for the job market.

Second semester examination will be in the last week of March/first week of April 2020.

The grades for the second semester classes will be reported on under the next reporting period.

Review of Curriculum for Second Semester

In preparation for this semester, the Computer skills training curriculum for year two was reviewed. The review process serves to ensure the curriculum remains relevant and updated.

Training of Trainers

In February 2020 a two-part training was delivered by Schooling for Life for the newly appointed Computer Skills trainer. During this training, the trainer was initiated into the participatory student focused training method that Schooling for Life requires the trainers to use in order to optimise the learning process in the classroom.

The main topics discussed revolved around observation vs. judgement, positive and constructive communication, learning styles and how they should relate to the trainer's behaviour towards the students, and how to create a safe space that encourages active learning.

Further discussed were active learning tools and how to apply them as well as the different assessment methods that the organisation encourages to be used.

At the end of the training, the trainer indicated to have been introduced to many different thoughts, tools and methods that he had not heard of before and that the training had been very informative as to his own training habits that he feels he can now improve on.

As Schooling for Life does not believe in one-off training, the trainer will be carefully monitored and guided throughout the first weeks of this training classes and assisted where necessary.

Lesson Learnt

Training of Trainers is always a time-consuming endeavour for the organisation. Earlier recruitment for the trainer positions could facilitate a wider time slot between hiring, training and the start of the respective skills training class in order to not rush the trainer nor the SFL team member in charge of the training.



PILLAR THREE – PERSONAL GUIDANCE

Continuation of Personal Guidance

On January 22nd 2020, the personal guidance sessions resumed after the Christmas holiday for both batch three and four students. In January, February and March all batch three students were supposed to have five sessions, that makes 65 sessions in total. Seven absences and four late arrivals were registered during this period of time. Batch four students also had five sessions, which makes 30 sessions in total. Batch four students showed 5 absences and 2 late arrivals during this reporting period.

After restating their goals in the first sessions, batch three students started working more concretely on their topics. Subjects that occurred frequently were self-confidence, assertiveness and time-management.

They were discussed and explained in a way that connects with the individual situations of the students. The students went home with practical assignments that were in general experienced as supporting and resulted in a growing understanding and a more positive attitude - towards the subject discussed as well as towards themselves.

Other individual subjects that came up were the importance of friendship and how to maintain it; anger management was introduced; characteristics of leaders were researched and discussed as well as the characteristics of public speakers.

Although most of the students have clearly stated their personal development goals, for some students it remains a challenge to understand themselves and to discover their points of improvement. Further efforts will be made to assist these students in finding the skills that might be useful for them to improve on.

Different students expressed how proud they are and how much they progress and grow by being part of Schooling for Life.

With batch four, attention was paid to the importance of being on time and attending the personal guidance sessions, or if necessary, informing a delay or an absence on time. This issue has been related to the future professional situation of the students. A recurring subject in batch four is self-confidence, a topic that was discussed and explained during the sessions. The practical assignments the students were asked to do between the sessions were in general experienced as supporting and had a positive result. The students were for example asked to step out of their comfort zone by practicing eye contact, facing others with a smile, paying attention to body language and saying 'no' when the situation asks for it.

Other individual subjects that came up were stress-management, time-management (certainly in relation to the exams held at several colleges in March) and how to set a goal. By facing these topics in a practical way, the students were encouraged to find solutions for the situations they find challenging. Attitudes as solution focused

and positive thinking, paying attention to getting enough sleep, being aware of the needs of the body, working step by step to find a solution and working on the weekly time schedule were emphasized.

First Semester Group Guidance Meeting for Batch Four Students

Batch four students had their first group guidance meeting in order to discuss challenges they have been facing as a group and how they can come up with solutions. Key issues discussed during the batch four group guidance meeting included students taking personal responsibilities in and outside of the programme, and also clarifications on the students' question whether SFL can provide for students' basic necessities like transportation, medical fees and lunch.

Student Guardian Meetings for Batches Three and Four

Batch four students had their first student-guardian meeting within this reporting period. The student-guardian meetings were conducted for both batches separately, in order to give updates on students' performance in the programme throughout the semester to their guardians. The meeting is also held to explain to the guardians what support SFL has provided for the students in the previous semester, as well as to inform them about the upcoming semester. This meeting serves as a platform for guardians to get the opportunity to ask questions/make comments and also receive clarifications, if necessary.

The same topics were discussed for both batches during their student-guardian meetings. Below are the topics discussed:

Students' attendance, students' attitude in class, registration of students into their various institutes, and a reminder was given to guardians about their commitment towards the programme in providing basic amenities for their wards/children. Finally, an update was given on extra-curricular activities and continuation of personal guidance.

OTHER RELATED ACTIVITIES

The meetings below were impromptu as the need presented itself for the topics to be discussed with each batch respectively.

Meeting on the Importance of Integrity with Batch 3 Students

Students were called for a meeting to discuss the importance of integrity as the team of SFL had noticed a lack of integrity with some students. SFL wanted to inform the students about the importance of integrity on character building, team dynamics as well as on performance on the job market. The students came up with various views as to how lack of integrity could affect them in these diverse ways. Students were

further asked about the consequences of lack of integrity in order to understand the implications of it, both on a personal as well as a professional level.

The students were reminded that integrity is a core value taught within the organisation in order to build a strong character.

Lesson learnt

There is a need to improve on teaching students the essence of integrity in their daily life which can serve as a code of conduct to guide students' behaviour.

Meeting on Dedication with Batch 4 Students

This topic was discussed because the Management of Schooling for Life had sensed a lack of commitment among the group and wanted to explore the reasons for this. The objective of the meeting was to discuss challenges that students have been facing as a group which might have led to lack of dedication and possible solutions to this issue. Some solutions proffered by the students were to endeavor to attend all skills classes and personal guidance sessions, and be time conscious in any SFL activity and outside.

Lesson Learnt

It is important to have meetings with students throughout the academic year to give them stronger guidance towards the job market and what it takes to succeed in terms of dedication and hard work. Personal involvement with the students from a management level has proven essential to their development throughout the programme.

STUDENTS IN THE JOB MARKET

For this reporting period, we have 2 new students in the job market and 2 students have switched jobs during the period under review: One female batch two student who had been working with Sudu Salone as a Family Coordinator found a new job with Daindenben Federation-Purposeful as a Field Officer in the province. Daindenben Federation-Purposeful focuses on women and girls empowerment which fits perfectly with her education as a social worker. One male batch two student found his first job as a Filter Operator at the Sierra Leone Brewery Limited. He studied Electrical and Electronics Engineering and serving as a filter operator can help him implement his studies. Another batch two male student found his first job with Ketso Company Limited as an Assistant Operations Manager. He also studied Electrical and Electronics Engineering. Ketso Company Limited grows fruit, and manufactures and produces fruit drinks in Sierra Leone. The fourth student, a male batch one I.T. student, who was working with UBA as an archivist, found a new job as an I.T. Assistant at the Barmoi Hotel in Freetown. The Barmoi Hotel is a prominent and one of the oldest hotels in Sierra Leone. The student is able to use the I.T. knowledge gained in his formal education to assist the I.T. Officer and help with any troubleshooting in the company.

Table 2: New job market entries and switches within reporting period

Student	Gender	Year of finishing SFL programme	Course Studied	New Position	New employer	Previous position and employer	Years of job market engagement after programme and before new position
1	Female	2019	Social Work	Field Officer (Community Worker)	Dendainben Federation-Purposeful	Family Coordinator at Sudu Salone after being an intern at the Family Control Unit of the SL Police and thereafter intern at the American Embassy	6 Months
2	Male	2019	Database Management (I.T.)	I.T. Assistant	Barmoi Hotel	Archivist at UBA SL after being and	10 Months

						intern and employee at Afrigas SL	
3	Male	2019	Electrical and Electronics Engineering	Filter Operator	Brewery S/L Limited	N/A	None
4	Male	2019	Electrical and Electronics Engineering	Assistant Operations Manager	Ketso Company Limited	N/A	None

The table below shows the total number of students engaged in the job market until the end of this reporting period either through formal employment or internship.

Table 3: Total number of students engaged in the job market until end of reporting period

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 Course	Assistant Teacher	Ronsab Preparatory School	5 months
2	Female	2019	Secretarial Course	Marketeer	OMS canteen	4 months
3	Male	2019	I.T. Networking	I.T. Assistant	Barmoi Hotel	1 year 1 month
4	Male	2018	I.T. Database and Web Development	Office Admin Assistant	Schooling for Life	1 year 7 months
5	Male	2018	Human resources	Recruitment Officer	Afriqia HR Solutions	1 year 6 months
6	Female	2019	Social Work	Field Officer(Community Worker)	Dendainben federation - purposeful	9 months

7	Male	2019	Social Work	Community Liaison Officer	Sudu Salone	7 months
8	Male	2019	Social Work	Social Worker	Don Bosco Fambul	11 months
9	Male	2017	Civil Engineering	Logistics Manager in Construction	Mareno Enterprise	3 years
10	Male	2019	I.T. -Networking	Digital Support staff	UBA	11 months
11	Male	2019	I.T. Networking	Immigration Officer	Immigration department	11 Months
12	Female	2019	Banking and finance	Accountant Assistant	Sensi Hub	8 months
13	Male	2019	Business Administration	Admin Officer	Lacs Villa Hotel	6 months
14	Female	2019	Business Administration	Marketeer	Finic Factory	7 months
15	Male	2019	Electrical and Electronics Engineering	Assistant Operations Manager	Ketso Company Limited	2 months
16	Male	2019	Electrical and Electronic Engineering	Filter Operator	Brewery SL limited	2 months
17	Male	2019	I.T. Database and web Management	Marketeer	Orange Sierra Leone	1 year 5 months

The chart below shows the percentage of students that have found a job within 1 year of finishing the three-pillar programme vs. students who were not able to find a job in the same time span. Out of 21 students that have finished the entire three-pillar programme, only 2 students could not find job within a year. This shows that more than 80% of students were able to find employment within a year of finishing the programme.

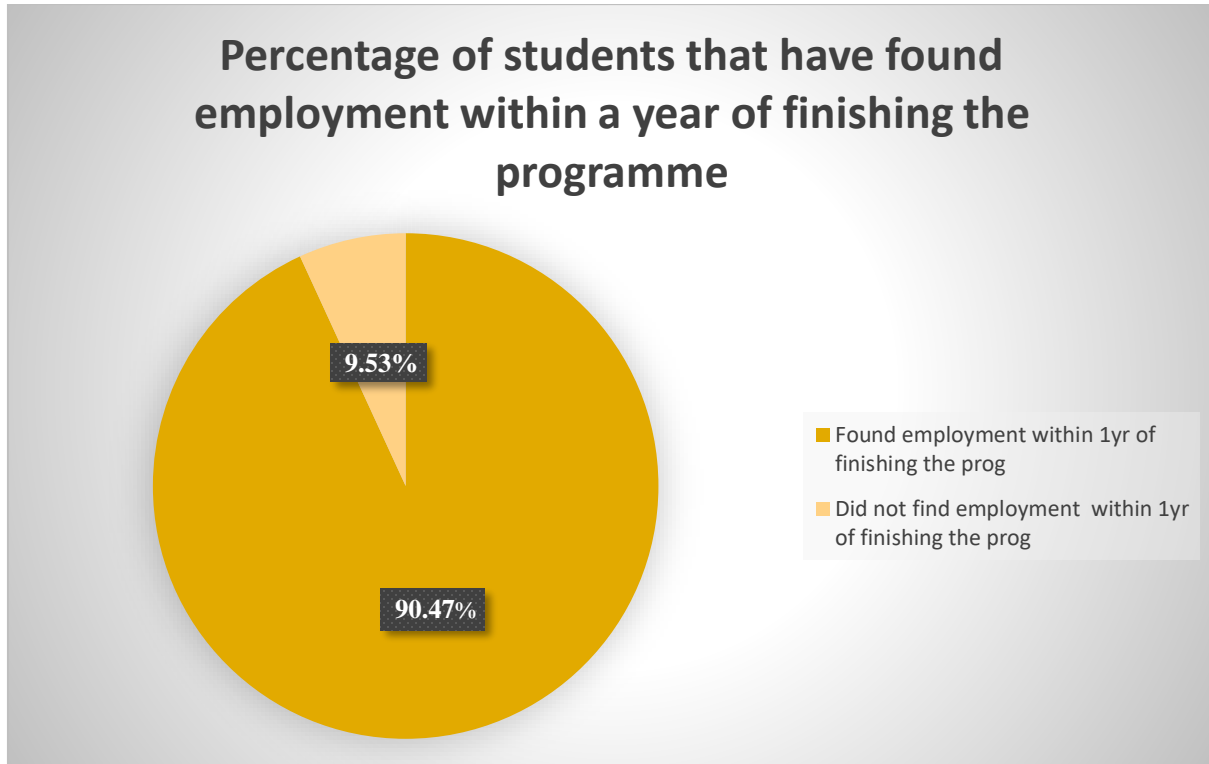


Chart 2: Perc. of students who found employment within a year of finishing the programme

Out of the 19 students (14 male 5 female) that found a job within a year of finishing the programme, only 2 (both male) students were not able to keep their job. 17 (12 male 5 female) students found and kept their job up until reporting period.

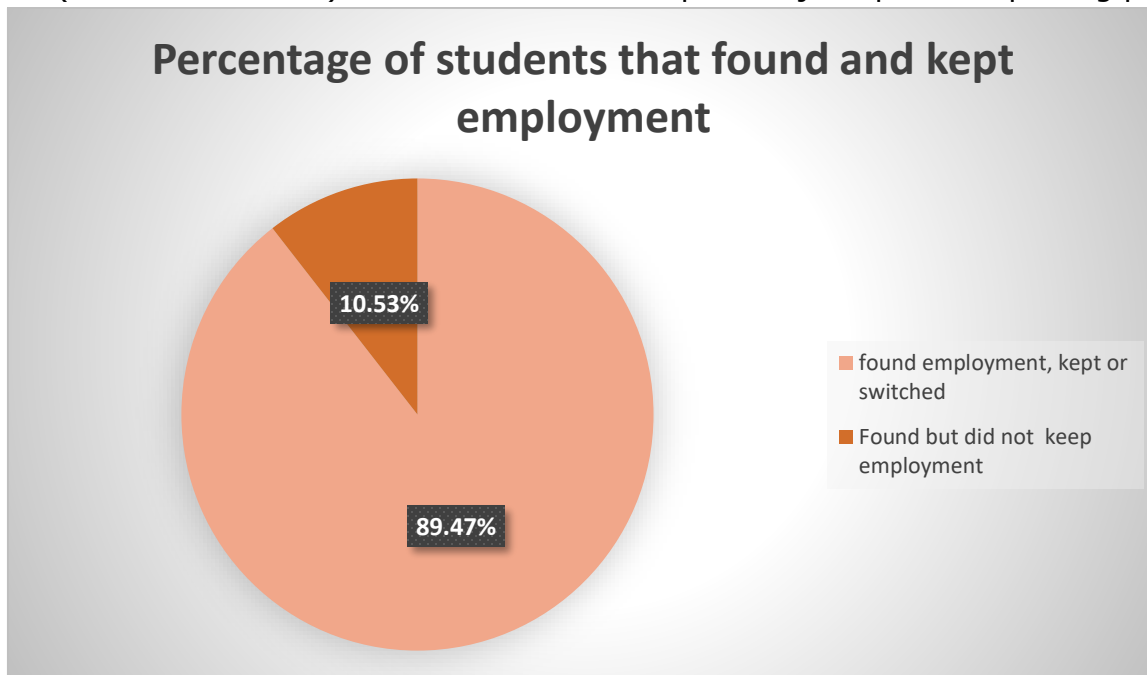


Chart 3: Perc. students who found and kept employment

The table below shows the students that were not engaged in the job market during this reporting period.

Table 4: Students that are not engaged in the job market during reporting period

Student	Gender	Year out of the programme	Course studied	Duration of job market engagement out of the programme	Previous position and organisation worked with
1	Male	2019	I.T. Networking	8 Months	Community Liaison Officer at Sudu Salone
2	Female	2019	Business Administration	None	None
3	Male	2019	I.T. Networking	None	None
4	Male	2019	I.T. Networking	7 Months	Marketeer at Universal Brokage

Planned Activities for April - June 2020

IMPORTANT NOTE: The Management of Schooling for Life has put all face to face student activities on hold as of the 6th of April 2020 until further notice due to the COVID-19 outbreak in the country.

Below are the activities that were planned and would have been worked on during the next quarter. All activities will be reviewed and a remote teaching strategy will be put in place where possible. More will be reported on this topic in the next report.

- Review of Time Management curriculum
- Second semester examination and continuation of skills classes
- Student guardian meetings for batch 3 and 4 students
- End of semester group guidance meetings for batch 3 and 4 students
- End of semester meeting with trainers
- SFL Graduation for batch 2 students
- Visit to the national museum

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

Patrick Mambu – Office Admin Assistant

Isha Jalloh – Programme Admin

The Netherlands - volunteers

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

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