



**Quarterly  
Monitoring and Evaluation Report  
April – June 2020**

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## CONTENTS

<b>GLOSSARY</b> .....	3
<b>INTRODUCTION</b> .....	4
<b>PILLAR ONE – SCHOLARSHIPS</b> .....	6
<b>PILLAR TWO - EMPLOYABILITY SKILLS TRAINING</b> .....	8
<b>START OF THIRD SEMESTER SKILLS CLASSES THROUGH E-LEARNING</b> .....	13
<b>REVIEW OF CURRICULUM FOR THIRD SEMESTER</b> .....	14
<b>TRAINERS MEETING</b> .....	14
<b>PILLAR THREE – PERSONAL GUIDANCE</b> .....	15
<b>OTHER RELATED ACTIVITIES</b> .....	16
<b>RAMADAN DINNER ALTERNATIVE</b> .....	16
<b>STUDENTS IN THE JOB MARKET</b> .....	17
<b>PLANNED ACTIVITIES FOR JULY - SEPTEMBER 2020</b> .....	21
<b>SCHOOLING FOR LIFE ORGANISATION (DURING REPORTING PERIOD)</b> .....	22
<b>SCHOOLING FOR LIFE BOARD</b> .....	22
<b>Staff and Volunteers</b> .....	22



## 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
COVID-19	Corona Virus Disease 2019

## INTRODUCTION

This Monitoring and Evaluation report covers activities planned and implemented from April to June 2020. This is the fourth 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 second semester
- Preparation for start of third semester skills classes through online platform
- Review of Time management curriculum for year 1
- End of semester meeting with trainers
- Ramadan dinner
- Continuation of personal guidance
- Students in the job market

The table below provides a breakdown of Schooling for Life students in and out of the programme as at 30 June 2020. It represents the entire compliment of students that are currently being taken care of by SFL to pursue their tertiary education and the graduates that have progressed out of the programme into employment. Batch four is the most recent intake of students into the Skills for a Successful Future programme.

Note: During the time of writing this report, all activities of educational institutions were on hold by order of the government due to the COVID-19 situation in the country. By time of publishing of this report, the government had allowed for re-opening of the institutions in order to resume classes.

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

<b>Batch</b>	<b>Students in college</b>	<b>Graduated from college but currently without employment</b>	<b>In Employment</b>	<b>Students still in college but finished pillar 2 and 3</b>	<b>Total</b>
<b>1</b>	1	3	9	1	13
<b>2</b>	6	2	7	4	13
<b>3</b>	13	0	0	0	13
<b>4</b>	6	0	0	0	6
<b>Total</b>	<b>26</b>	<b>5</b>	<b>16</b>	<b>5</b>	<b>45</b>

Note 1: the numbers in the second column overlap with the numbers in the fifth column

Note 2: Of the six students mentioned in Batch two column two, two students entered into employment whilst waiting on their college results. We have therefore included the two students both in column two as well as in column four.

## PILLAR ONE – SCHOLARSHIPS

Following the table above, the breakdown of students in college as at 30<sup>th</sup> June 2020 reads as follows:

**Batch One (Number of Students – 1)** We reported about this student in our previous report that she is waiting for the government to lift the state of emergency in the country due to the COVID-19 situation for her to graduate out of the SFL programme as well as her institution (Redeemers college).

**Batch Two (Number of Students – 6)** Due to the COVID-19 situation in the country all institutions have been closed until further notice by the government at the time of writing this report. We still have the **(4)** engineering students awaiting their NCTVA results at GTI of which (2) students are already in employment and **(2)** Information Technology students are at Bluecrest college completing their courses respectively on Database Administration and Networking using the E-learning system.

**Batch Three (Number of Students – 13)** As the government had declared a state of emergency in the country due to the COVID-19 outbreak, all learning institutions were closed. Recently institutions have embarked on E-learning and all our batch three students have registered. Below is the breakdown of students in their different institutions with their courses studied.

- **(4)** students at Bluecrest college are pursuing their final module in Networking
- **(7)** students at MMCET Congo Cross and the breakdown of students based on their courses being studied are as follows:
  - **(3)** students are studying Business Administration
  - **(2)** students are studying Civil and Building Engineering
  - **(2)** students are studying Accounting and Finance
- **(1)** student at MMCET Brookfields is studying Tourism and Hotel Management
- **(1)** student at COMAHS is studying Nursing

**Batch Four (Number of Students – 6)** As most of the institutions have embarked on E-learning for students to continue their courses, two institutions we are working with for the batch four students are still in the planning process, i.e FLS Academy and GTI. All the students have registered except for the two students in the stated institutions. Below is the breakdown of students in their different institutions with their course studied.

- **(2)** students are at MMCET Goderich for Social Work
- **(1)** student is at IAMTECH for Banking and Finance
- **(1)** student is at GTI for Mechanical Engineering
- **(1)** student is at Bluecrest College studying Information Technology
- **(1)** student is at FLS Academy for Electrical and Electronics Engineering

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

In our previous reports, we had reported conclusion of our student enrolment and registration for batches three and four students in their various colleges except for one batch three Nursing student who was promoted to year two of her programme. As institutions were closed, no payment had been made for her yet for her second year.

## **PILLAR TWO - EMPLOYABILITY SKILLS TRAINING**

### **SKILLS CLASSES**

The employability skills classes continued for Batches three and four students, completing their second semester of Schooling for Life exams from the 1st to the 3rd of April. A breakdown of the students' progress and performance will be discussed below.

There was a break after the exams until June, as the SFL team was working on building the online platform for the third semester. The third semester started on July 6th. This will be further discussed in the next reporting period.

### **Overview of grading of Schooling for Life assessments and exams**

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 60/100 marks. 54 marks and below is a reference grade.

For English Language, the examination has two elements: 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.

### **BATCH FOUR**

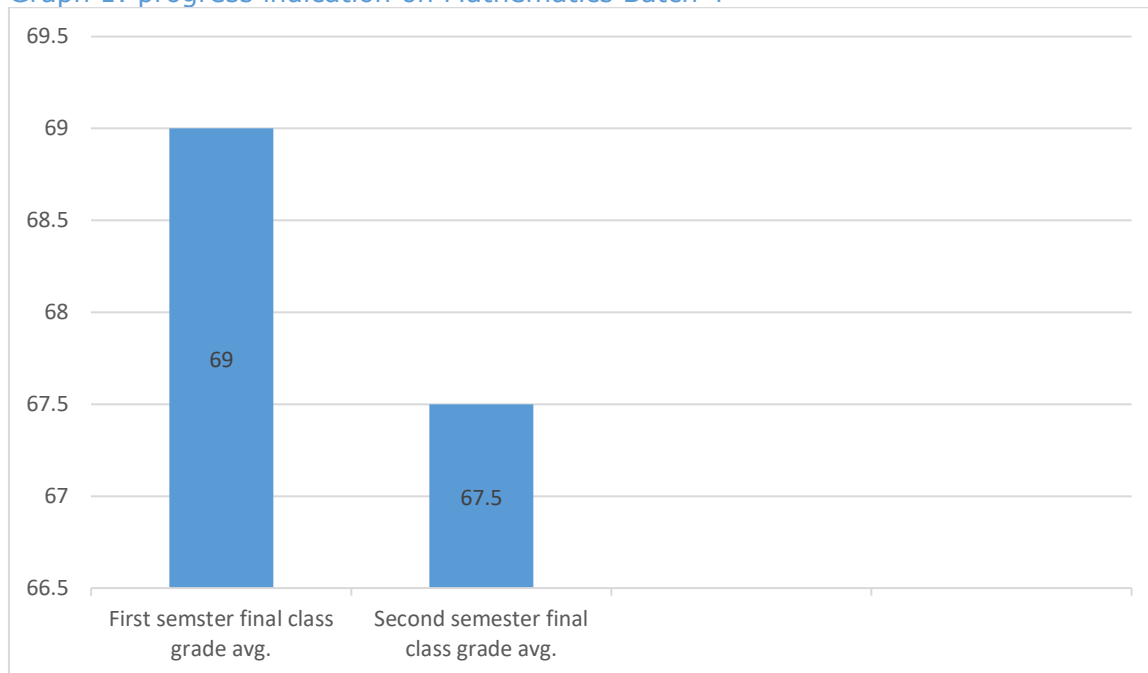
Batch four students received training last quarter on English Language, Mathematics and Communication Skills. The Communication skills class is designed for students to improve on their communication both for personal growth and for the job market.



## MATHEMATICS PROGRESS BATCH FOUR

The end of semester class grade average for Mathematics second semester was 67.5 points. The graph below shows a comparison between the first semester final class grade average and second semester final class grade average in year one for batch four.

Graph 1: progress indication on Mathematics Batch 4



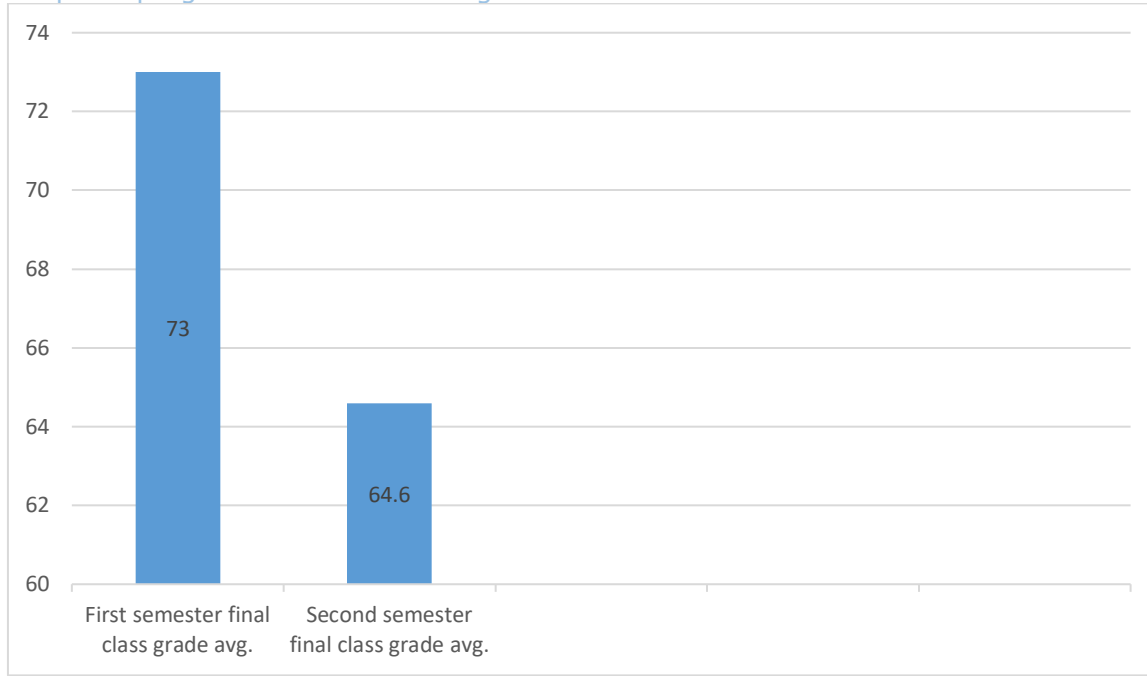
The graph above shows that there is a 1.5-point decrease in average scores in the second semester final class grade average as compared to the first semester final class grade average for the 1<sup>st</sup> year students.

The decrease most likely occurred due to the fact that in the second semester SFL realised an overall miscalculation with percentages of students' scores. This was rectified and applied in the second semester, which caused students' overall grades to decrease.

## ENGLISH LANGUAGE PROGRESS BATCH FOUR

The final class grade average for English was 64.6. The graph below shows a comparison between first semester final class grade average and second semester final class grade average in year one for batch four.

Graph 2: progress indication on English Batch 4



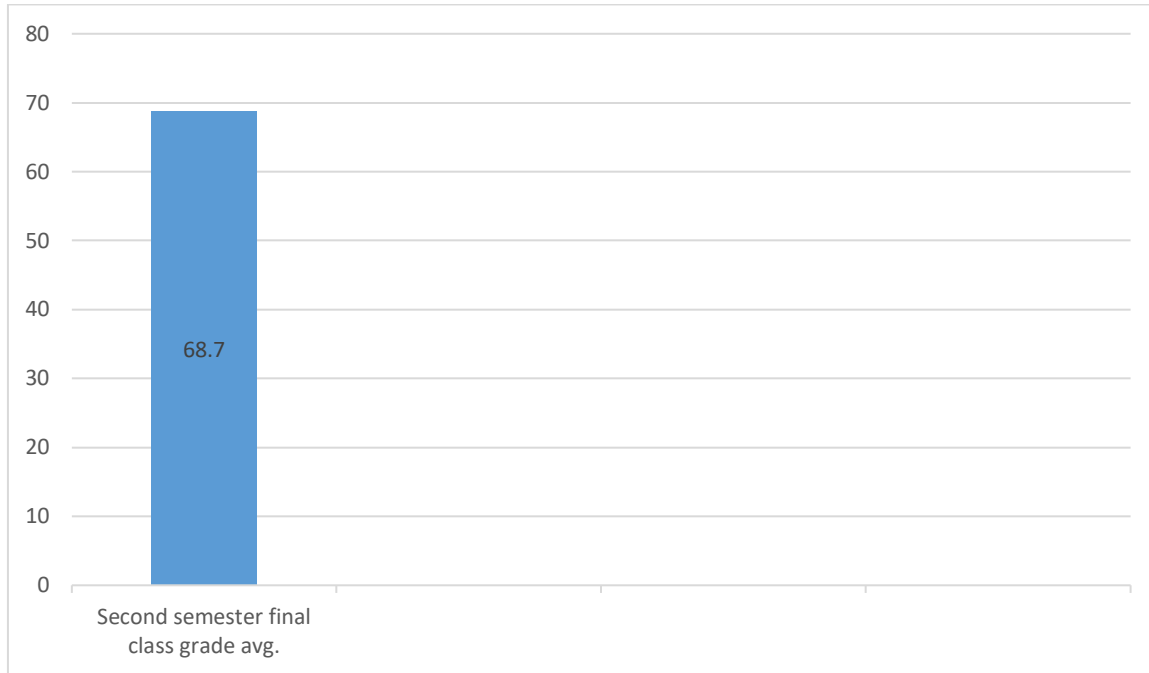
The graph above shows that there is an 8.7-point decrease in average scores in the second semester as compared to first semester final class grades average for the 1<sup>st</sup> year students.

The decrease most likely occurred due to the fact that in the second semester SFL realised an overall miscalculation with percentages of students' scores. This was rectified and applied in the second semester, which caused students' overall grades to decrease.

### **COMMUNICATION SKILLS BATCH FOUR**

The graph below shows the final class grade average for Communication Skills for batch four students of 68.7 points, as this module happened to be a one semester module.

Graph 3: progress indication on Communication Skills Batch 4



This is a one semester module and the students have demonstrated significant improvement throughout the semester in class, culminating into a 68.7 points final class grade average at the end of the semester.

### **Batch Three**

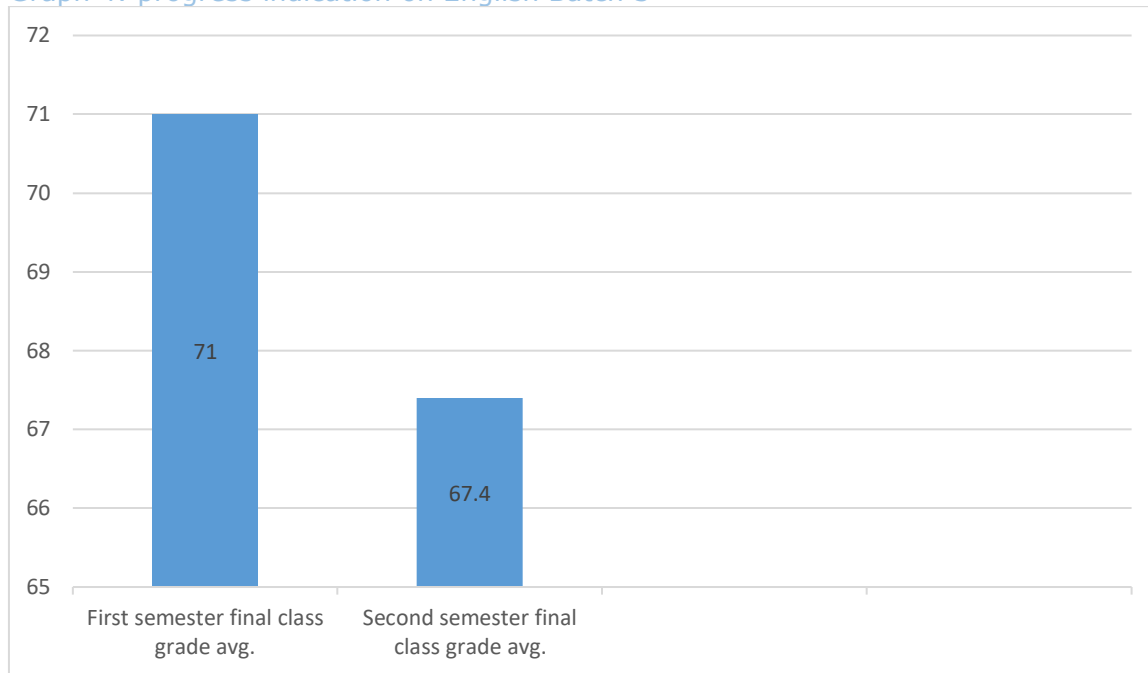
The Batch three students are in their second year of skills class and in the second semester received training on English Language, Work Ethics and Computer Skills training. The Computer skills class is designed for students to improve on their computer skills both for personal growth and for the job market.

### **ENGLISH LANGUAGE PROGRESS BATCH THREE**

The final class grade average for English was 67.4 points. The graph below shows a comparison between the first semester final class grade average and the second semester final class grade average.



Graph 4: progress indication on English Batch 3

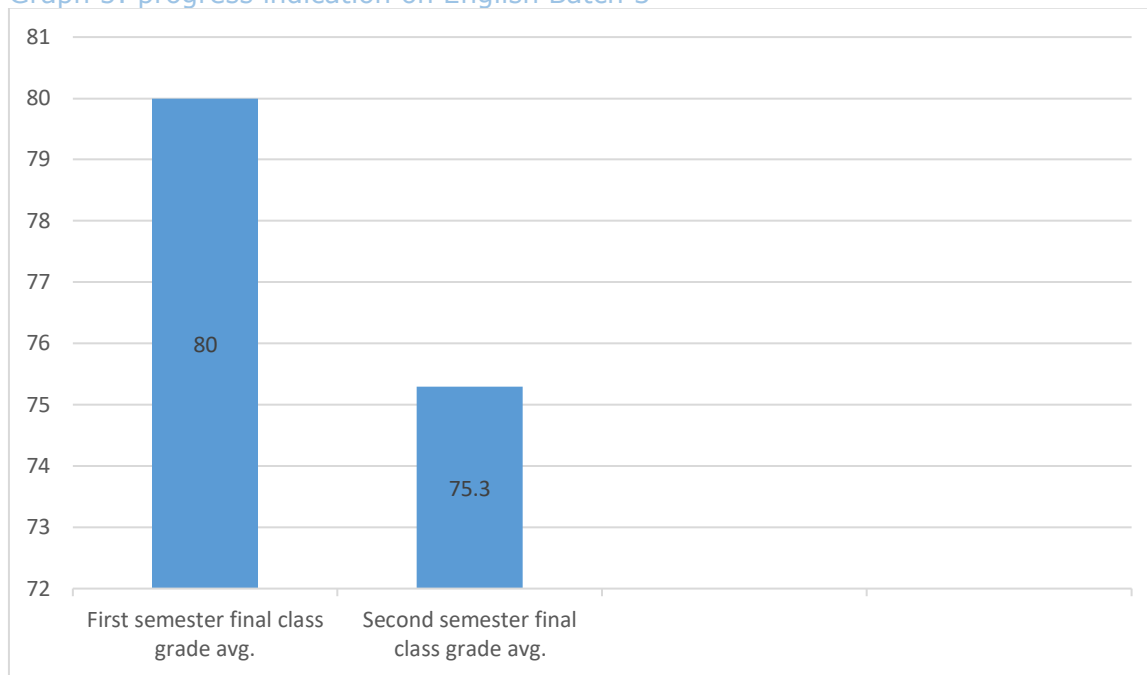


There is a slight decrease in this semester's final class grade average as compared to the first semester final class grade average. The average has decreased by 3.6 points. The decrease most likely occurred due to the fact that in the second semester SFL realised an overall miscalculation with percentages of students' scores. This was rectified and applied in the second semester, which caused students' overall grades to decrease.

### **WORK ETHICS PROGRESS BATCH THREE**

The average final class grade average for Work Ethics was 75.3 points. The graph below shows a comparison between the first semester final class grade average and the second semester final class grade average.

Graph 5: progress indication on English Batch 3



The graph above shows that there is 4.7 points decrease in average scores for the second semester.

The decrease most likely occurred due to the fact that in the second semester SFL realised an overall miscalculation with percentages of students' scores. This was rectified and applied in the second semester, which caused students' overall grades to decrease.

**Lesson Learnt:** SFL realised an overall miscalculation in percentages on students' grades. In order to rectify this mistake, the team, together with the trainers, recalculated all grades for the second semester. In the future, SFL will endeavour to apply the same structure across the board from the beginning of the academic year so it does not affect students' grading.

### **START OF THIRD SEMESTER SKILLS CLASSES THROUGH E-LEARNING**

On the 6<sup>th</sup> of April 2020, due to the COVID-19 pandemic, SFL shut down all face to face activities until further notice; including employability skills training and personal guidance.

In order to be able to keep its students engaged, SFL immediately set up remote personal guidance and began to explore remote learning opportunities to be used for the skills classes. During the month of May and June, SFL attracted new partners and started working on an e-learning platform for its students. During the same

period, SFL executed a pilot with students to assess understanding and accessibility of the platform and the materials, phone compatibility as well as internet use, in order to secure full usage of the e-learning experience for the students. The period was further used to deliberate with the team, the trainers, partners and volunteers to have all hands-on deck on this new endeavour as well as input from all necessary stakeholders. The platform and third semester would be launched on the 6<sup>th</sup> of July 2020. Further information to follow in the next report.

### **REVIEW OF CURRICULUM FOR THIRD SEMESTER**

In preparation for the third semester, the Time Management skills training curriculum for year one was reviewed. The review process serves to ensure the curriculum remains relevant and updated.

### **TRAINERS MEETING**

The end of semester meeting with skills class trainers was held on the 23<sup>rd</sup> April 2020. This was the first online trainers meeting via Skype, as SFL limited the face to face meetings in the office. The purpose of these meetings is to discuss what is working well for the trainers and Schooling for Life, what needs to be improved for skills classes from the viewpoint of the trainers and Schooling for Life staff and how the students are performing, with any specific cases highlighted, if needed. Key talking points included: Sticking to the curriculum, reiteration of the grading system, positive changes in students, exam submission/quality of exam question, submission of grades and lesson plans, continuation of skills classes during COVID-19.

Three out of four trainers attended the meeting and provided frank suggestions for improving some elements of the skills class as well as suggestions for the continuation of skills class online.

## **PILLAR THREE – PERSONAL GUIDANCE**

### **CONTINUATION OF PERSONAL GUIDANCE**

Due to the COVID-19 situation, the personal guidance underwent a considerable change during this quarter. Only the first two days of April the usual face-to-face sessions were held. The new COVID-19 approach started on April 24<sup>th</sup>. In the same month, five students were called once. 24 calls were made in May and 27 in June. In total 56 calls were made during this quarter, lasting each 15 to 20 minutes. As it became clear that the official guidelines to contain the spread of the Coronavirus would not change in the near future, Schooling for Life decided to continue the personal guidance sessions in an adapted way. The students are now called, instead of met, once per two weeks.

Moreover, for both batches, during the first month every phone call started with a checkup focused on the COVID-19 situation. Later on, this subject took less time of the calls and attention was mainly paid to the personal development goals. One of the challenges that came up and that can be related to the COVID-19 situation is the lack of structure in the daily lives of the students, which makes it even more difficult to manage their time or find the discipline to follow a schedule.

### **BATCH THREE**

During the face to face sessions for batch three, four students of the thirteen attended one regular session. Issues related to self-confidence, again, took a prominent place as well as the switch of negative thoughts to positive ones, as well as self-management and emotional intelligence, the importance of being aware of one's image (body language, taking care of your body), public speaking, assertiveness, discipline and procrastination.

While some students are very open and well aware of the subjects they want to work on, others find it challenging. With these students we started doing the following exercise in order for them and us to understand them better and find out which issues will be useful to work on: they are asked to write down what makes them happy or works well and what makes them sad or doesn't work well. Students who understand easily and can cope with the complete exercise get it all at once, others, who need more assistance, are given the first part - what makes you happy or goes well - and later the second part will be discussed - what makes them sad or doesn't go well. This is a work in progress and success will be reported in the coming report.

### **BATCH FOUR**

During the face to face sessions for batch four, three students of the six had one session for batch four. A fourth student that could have attended a session was absent.

A subject that kept appearing and that can be related to many topics is self-confidence. For this quarter the following topics were discussed: leadership (which



led to assertiveness and discipline) and clear communication, self-confidence, stress management and assertiveness. While some students are very open and well aware of the subjects they want to work on, others find it challenging. Exercises as practising a speech regularly in front of a mirror were given as homework as well as writing positive sentences in order to boost self-confidence. This is a work in progress and success will be reported in the coming report.

## **OTHER RELATED ACTIVITIES**

### **RAMADAN DINNER ALTERNATIVE**

This year, due to the COVID-19 situation in the country, Schooling for Life decided to limit the face to face meetings in the office and cancelled all gathering activities as at the 31<sup>st</sup> of March 2020 until further notice.

The SFL team initiated an alternative Ramadan dinner option for the current students, i.e. batch three and four students.

SFL dropped off a parcel to each Batch 3 and 4 student's houses: 12 male and 7 females, totaling to 19 students throughout Freetown, which was done by keke.

Each parcel contained:

- 9 cups of rice
- 3 tins of tomato paste
- 1 big bottle of peanut oil
- 5 onions
- 1 face mask (mandated to wear outside by government)
- A letter for students with details on the Ramadan support and the parcel
- A letter to the guardians containing information on the second semester activities and student performance to replace the second semester student-guardian meeting that could not be held due to COVID-19.

By delivering the parcels to the students' houses, SFL was able to support its students on a family level by supplying key ingredients to a family meal of 9 people.



## STUDENTS IN THE JOB MARKET

For this reporting period, SFL does not have new students entering into the job market. This is because most organisations have suspended their programmes until further notice due to the COVID-19 situation in the country.

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.

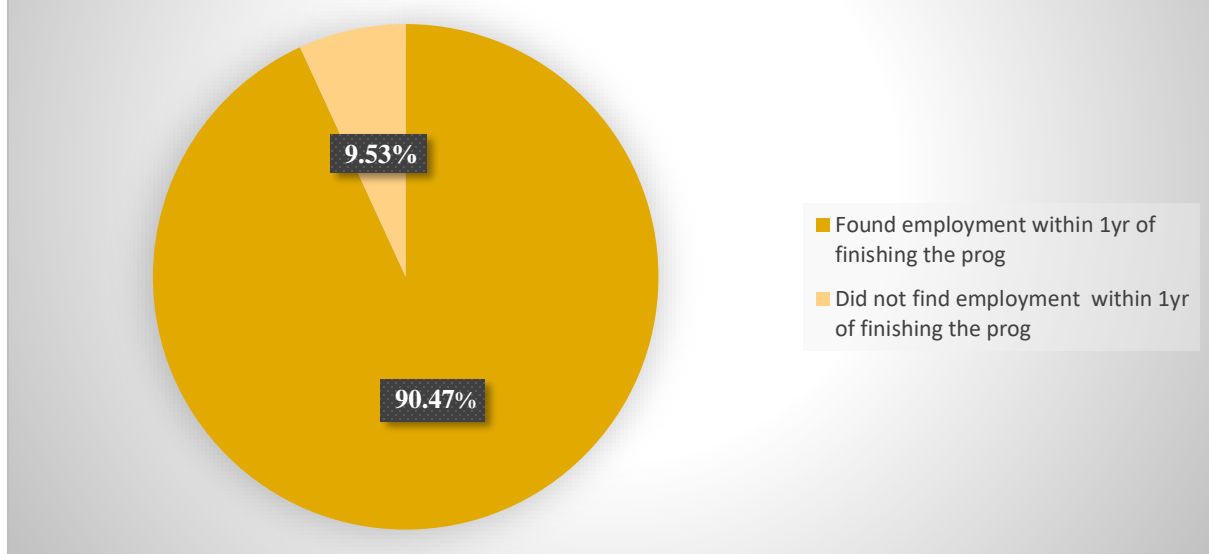
Table 2: Total number of students engaged in the job market until end of reporting period

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	8 months
2	Female	2019	Secretarial Course	Marketeer	OMS canteen	7 months
3	Male	2019	I.T. Networking	I.T. Assistant	Barmoi Hotel	1 year 4 months
4	Male	2018	I.T. Database and Web Development	Office Admin Assistant	Schooling for Life	1 year 10 months
5	Male	2018	Human resources	Recruitment Officer	Afriqia HR Solutions	1 year 9 months
6	Female	2019	Social Work	Field Officer (Community Worker)	Dendainben federation - purposeful	1 year
7	Male	2019	Social Work	Community Liaison Officer	Sudu Salone	10 months
8	Male	2019	Social Work	Social Worker	Don Bosco Fambul	1 year 2 months
9	Male	2017	Civil Engineering	Logistics Manager in Construction	Mareno Enterprise	3 years 3 months
10	Male	2019	I.T. -Networking	Digital Support staff	UBA	1year 2 months

11	Male	2019	I.T. Networking	Immigration Officer	Immigration department	1 year 2 Months
12	Female	2019	Banking and finance	Accountant Assistant	Sensi Hub	11 months
13	Male	2019	Business Administration	Admin Officer	Lacs Villa Hotel	9 months
14	Male	2019	Electrical and Electronics Engineering	Assistant Operations Manager	Ketso Company Limited	5 months
15	Male	2019	Electrical and Electronic Engineering	Filter Operator	Brewery SL limited	5 months
16	Male	2019	I.T. Database and web Management	Marketeer	Orange Sierra Leone	1 year 8 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 90% of students were able to find employment within a year of finishing the programme.

## Percentage of students that have found 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 19 students (14 male 5 female) that found a job within a year of finishing the programme, 3 (2 male and 1 female) students could not keep their job for a consecutive year.

16 (12 male 4 female) students found and kept their job up until the end of this reporting period.

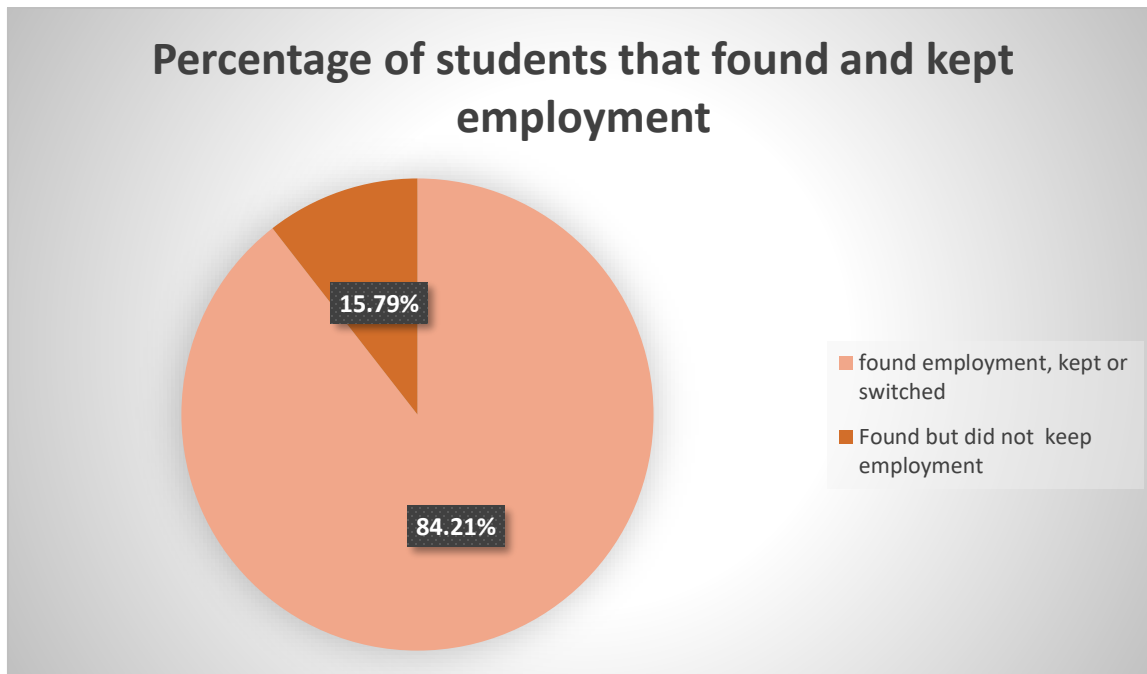


Chart 3: Perc. students who found and kept employment

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	Banking and Finance	None	None
3	Male	2019	I.T. Networking	None	None
4	Male	2019	I.T. Networking	7 Months	Marketeer at Universal Brokage
5	Female	2019	Business Administration	7 Months	Finic Factory

## **PLANNED ACTIVITIES FOR JULY - SEPTEMBER 2020**

IMPORTANT NOTE: The Management of Schooling for Life continues to put all face to face student activities on hold until further.

Below are the upcoming activities that are planned under the assumption that the current status will uphold regarding face to face activity and online learning during the next quarter. All activities will be reviewed and put in place where possible. More will be reported on this topic in the next report.

- Updating batch 3 and 4 students' guardians about students' progress in the programme for second semester
- Start of the third semester through online skills classes
- End of semester online meeting with trainers
- SFL Graduation for batch 2 students



## 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

Patrick Mambu – Office Admin Assistant

Isha Jalloh – Programme Admin

Anna Vanmalder – Guidance Counsellor

#### The Netherlands - volunteers

- Maarten de Wit – Website manager and other online support
- Dries Arnolds – General online support
- Barbara Heutink – Social Media and Communication
- Stéfanie Fréel – Partner relations/ Fundraising

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