



**Quarterly
Monitoring and Evaluation Report
July – September 2020**

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GLOSSARY

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|----------|--|
| COMAHS | College of Medicine and Allied Health Science |
| GTI | Government Technical Institute |
| 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

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' third semester skills classes through e-learning
- Start of the online time management course for both batch three and four in collaboration with KOMO
- Bi-weekly meetings with trainers
- Continuation of remote personal guidance
- Students in the job market

This Monitoring and Evaluation (M&E) report covers activities planned and implemented from July to September 2020. This is the fifth quarterly M&E report produced by Schooling for Life for this academic year 2019/2020. Due to the COVID-19 situation SFL decided to move its employability skills classes online and for logistical reasons the semester was therefore completed in November 2020. Results of this third semester will be reported upon under the next reporting period. At the time of writing this report, all face to face activities of Schooling for Life were on hold. However, both personal guidance and employability skills training were continued through remote learning and contact. On 31 July 2020, the government of Sierra Leone lifted the COVID-19 restrictions on educational institutions to enable them to start lectures and students have started going back to their college classes.

The table below provides a breakdown of Schooling for Life students in and out of the programme as at 30 September 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.

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

| Batch | Students in college | Graduated from college but currently without employment | In Employment | Students still in college but finished pillar 2 and 3 | Total |
|--------------|----------------------------|--|----------------------|--|--------------|
| 1 | 1 | 3 | 10 | 1 | 13 |
| 2 | 4 | 2 | 7 | 4 | 13 |
| 3 | 13 | 0 | 0 | 0 | 13 |
| 4 | 6 | 0 | 0 | 0 | 6 |
| Total | 24 | 5 | 17 | 5 | 45 |

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

Note 2: The 1 student indicated in batch one, column two, was in employment whilst awaiting her college transcript. We therefore included the same student under column four as well.

PILLAR ONE – SCHOLARSHIPS

Following the table above, the breakdown of students in college as at 30th September 2020 reads as follows:

Batch One (Number of Students – 1) This student has successfully graduated from her college as well as collected her certificate from her institution, she is awaiting graduation from SFL and will be considered out of the programme as per the next report. She is currently serving as a volunteer at Kissy Community health centre for six months. Once she has completed her volunteer position, she will be issued her pin code to practice nursing.

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

Batch Three (Number of Students – 13) Below is the breakdown of students in their respective institutions with their courses studied in their second (final) year in college.

- **(4)** students at Bluecrest college are pursuing their final module in Networking
- **(7)** students at MMCET Congo Cross are studying the following:
 - **(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 institutions have started face to face lectures again, 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 and study 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 have resumed, preparation is ongoing to make payment for her second year.

PILLAR TWO - EMPLOYABILITY SKILLS TRAINING

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.

Employability skills classes have continued for both Batch three and four students. The two batches sat to their third semester Schooling for Life exams in September 2020. Progress and performance will be discussed under the next quarter.

Continuation Of The Third Semester Skills Classes Through E-Learning

When, at the start of April, the programme had to be paused due to COVID-19 measures, SFL started exploring alternative options to continue the third semester skills classes. Not knowing how long the measures would remain in place, SFL decided to explore the option of e-learning. As introduced in the previous report, SFL conducted a pilot with two students to assess the accessibility and user friendliness of the chosen Learning Management System (LMS) to our students in our local context. Once both aspects proved to work well, SFL continued building the website

on Thinkific – the chosen LMS - with the remaining subjects for the third semester, being: English Language, Mathematics and Works Ethics – with Time Management to be addressed online as well but through collaboration with KOMO (explained below). The Schooling for Life Thinkific website and third semester skills classes were officially launched on the 6th of July 2020. Before the start of the third semester, the SFL team and trainers discussed and agreed for the regular two-hour skills classes to be transformed into two (2) 10-minute videos per week in combination with a 30 minute to 1 hour live Zoom class with the trainer by the end of the week for questions and additional explanations. Lesson plans were also adjusted to fit the new training structure, create realistic learning objectives and address the homework. SFL created tutorials in video and PDF form for the students on how to use the platform. These were shared with the students through WhatsApp groups (one general third semester group per batch and one group per subject per batch)

In order to make sure all students would be able to follow the online learning, SFL put the following in place:

- SFL bought smart phones for those students who didn't have one, to enable access to the online media necessary. The smart phones were borrowed to these respective students through agreements, co-signed by the guardians. The phones are to be returned to SFL by end of the e-learning process.
- Furthermore, to facilitate internet access and therewith access to the e-learning platforms, SFL provided internet data (1gb) every 2 weeks to all students active in the third semester as well as trainers who needed it. The data were later increased for the students to 2.5gb every 2 weeks to further facilitate access to the Time Management module, which carries more videos and online material.

SFL made it a point to support trainers as much as possible through this transition to online training. Through continuing meetings and personal address, SFL made it a point to stay informed on trainers' constraints and addressed accordingly.

Both through in house and out-house training, the trainers were given support and guidance in this new process as well as flexibility to adjust materials used, in line with their subjects.

With the COVID-19 measures in the country slightly softening in July 2020, SFL discussed with the trainers to hold the third semester exams in the office in small groups. Further information will be provided in the next report.

Start Of The Online Time Management Course In Collaboration With Komo

Time Management is the third one-semester subject for the first-year students (Batch four), to be delivered in the third semester.

To give this course more depth, SFL has found a partner in Canada, KOMO, that focuses on online skills building for and mentoring of youth. They are, like SFL,



focused on helping youth develop critical thinking and cognitive skills to enhance learning in general.

Due to the alignment in our strategies, KOMO and SFL have decided to join forces and KOMO has donated components of its online module relevant to SFL's Time Management module, to SFL. The donated modules were checked on context sensitivity and understandability for the SFL students. In addition, complementary trainings were developed by SFL to cover all subjects within the SFL Time Management curriculum.

The Time Management module - 7 weeks - has now evolved to be a life management and general planning module. For this reason, SFL has asked KOMO to offer the module to both batches currently in the programme, as even though Batch three has already gone through the Time Management module, this course as it is now, will give them great additional value in their critical thinking and planning skills. KOMO has agreed and has donated the module to SFL for 19 students. Since KOMO is using the same LMS (Thinkific) it is easily usable for our students.

As with the other subjects, both batches, mixed for the purpose of stronger peer to peer learning, will have a live Zoom class with a trainer for additional explanation and support every week.

Skills Class Results

BATCH FOUR

In their third semester, the Batch four students received training on English Language, Mathematics and Time Management. The Time Management module covers focused creating a positive mindset, goal setting, managing work load, and organising your life.

We will report on the Employability Skills class results of the Batch four students in the upcoming reporting period, as the semester will be concluded in November.

BATCH THREE

In their third semester the Batch three students received training on English Language, Work Ethics, and Time Management. The Time Management module focused on creating a positive mindset, goal setting, managing work load, and organising your life.

The batch three students have already received training on Time Management in their first year. However, because of the significant added content and topics that were originally not included in the SFL curriculum, SFL had decided that the course would be of great added value to the students.

We will report on the Employability Skills class results of the Batch three students' progress in the upcoming reporting period, accordingly as the semester will be concluded in November.

Bi-Weekly Trainers' Meeting

In follow up of the online trainers meeting held on the 3rd June 2020, the SFL team and trainers continued having a bi-weekly trainers meeting during the third semester in order to share experiences and come up with (possibly needed) solutions as to how to tackle challenges in the (delivery of) online classes. These meetings were held throughout the third semester of the academic year. The results and information coming up was recorded by SFL to help inform any future plans for further online training and improve the third semester through an ongoing process.

Main topics discussed each meeting:

- main improvements in creating online content/ using the platform over the past two weeks;
- main challenges in creating online content/ using the platform over the past two weeks;
- improvements/hurdles experienced in the use of the online discussion board;
- students' engagement with/participation in the online courses - main challenges and options of addressing;
- needed short term improvements for the third semester;
- action points.

Overall, at the start some trainers struggled with creating online content, as indicated in the report above. As the meetings continued, the trainers found increasing comfort in preparing the lesson plans and the videos. The meetings served to share candid observations or concerns and together, as a team, solutions were brought up for action.

Lesson Learnt: The Bi-weekly trainers meeting was very important in making the third semester successful as the SFL team and the trainers worked side by side to organically improve the delivery and content of the classes.

PILLAR THREE – PERSONAL GUIDANCE

BATCH FOUR

Batch four counts six students, three females and three males.

In July ten calls were made, in August eleven and in September seven. In total 28 calls were made during this quarter, lasting each 15 to 20 minutes. In July three absences were counted, in August four and in September six. In total thirteen absences were counted this quarter. During the first half of this quarter, the reasons that were given by the students for their absences were mainly technical problems or forgetfulness. The fact that some colleges organised the postponed exams in September can be mentioned as a cause for the increased absences

Topics from last quarter continue to this quarter. These topics include time management, communication, self-confidence and assertiveness, and emotion. Time management became an important issue during the last month. To maintain the continuity of the development of the individual students, time became a serious challenge for all the students.

For self-confidence and assertiveness, the following questions were used as an exercise: What is your responsibility and what not? What can you control and what not? What are your priorities? In addition, working on your self-confidence and turning negative thoughts about yourself into positive ones. These exercises helped the students to grow their confidence.

For emotions, dealing with negative people in a positive way became a topic of discussion.

The result of the personal guidance sessions depends a lot on the attitude of the student. It is clear and obvious that students who are very motivated and dedicated, understand more, take more out of it and as a logical consequence progress more. The contrary counts as well.

BATCH THREE

Batch 3 counts thirteen students, four females and nine males.

In July, 23 calls were made, in August 21 and in September 21 as well. In total 65 calls were made during this quarter, lasting 15 to 20 minutes. In July 7 absences were counted, in August 5 and in September 9. In total 21 absences were counted during this quarter.

Work on the topics from last quarter continued into this quarter. The topics discussed include time management, communication, self-reflection, and emotional intelligence. Communication was linked to shyness and assertiveness, on which most of the assignments were focused.

For emotional intelligence, one of the assignments used was to observe oneself in order to be able to know and control one's emotions. The next step was to observe

other people's emotions. By being more aware of the feelings of others and of oneself, it became easier to control.

Self-reflection was worked on as students were advised to have a realistic image of oneself. The exercise included to put forward a positive image of oneself by the use of positive daily self-talk.

For time management a lot of work was done and attention given to improvement but it remains a challenge. One of the reasons being that the students come from very far and the concept of time management is new. Managing their time and communicating about it (notifying when absent or late) in a clear and strict way are skills that are new to most of them. It stays a work in progress.

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.

For this reporting period, we have one (1) new student in the job market that is serving as an intern at the Kissy Community health centre as a Nurse.

| 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 | 2020 | Nursing | Community health nurse | Kissy community health centre | None | 1 Month |

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 | 11 months |
| 2 | Female | 2019 | Secretarial Course | Marketeer | OMS canteen | 10 months |
| 3 | Male | 2019 | I.T. Networking | I.T. Assistant | Barmoi Hotel | 1 year 7 months |

| | | | | | | |
|----|--------|------|--|-----------------------------------|------------------------------------|------------------|
| 4 | Male | 2018 | I.T. Database and Web Development | Office Admin Assistant | Schooling for Life | 2 years 1 month |
| 5 | Male | 2018 | Human resources | Recruitment Officer | Afriqia HR Solutions | 2 years |
| 6 | Female | 2019 | Social Work | Field Officer (Community Worker) | Dendainben federation - purposeful | 1 year 3 months |
| 7 | Male | 2019 | Social Work | Community Liaison Officer | Sudu Salone | 1 year 1 month |
| 8 | Male | 2019 | Social Work | Social Worker | Don Bosco Fambul | 1 year 5 months |
| 9 | Male | 2017 | Civil Engineering | Logistics Manager in Construction | Mareno Enterprise | 3 years 6 months |
| 10 | Male | 2019 | I.T. -Networking | Digital Support staff | UBA | 1 year 5 months |
| 11 | Male | 2019 | I.T. Networking | Immigration Officer | Immigration department | 1 year 5 Months |
| 12 | Female | 2019 | Banking and finance | Accountant Assistant | Sensi Hub | 1 year 2 months |
| 13 | Male | 2019 | Business Administration | Admin Officer | Lacs Villa Hotel | 1 year |
| 14 | Male | 2019 | Electrical and Electronics Engineering | Assistant Operations Manager | Ketso Company Limited | 8 months |
| 15 | Male | 2019 | Electrical and Electronic Engineering | Filter Operator | Brewery SL limited | 8 months |
| 16 | Male | 2019 | I.T. Database and web Management | Marketeer | Orange Sierra Leone | 1 year 11 months |
| 17 | Female | 2020 | Nursing | Community Nurse | Kissy Community health center | 1 month |

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 22 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.

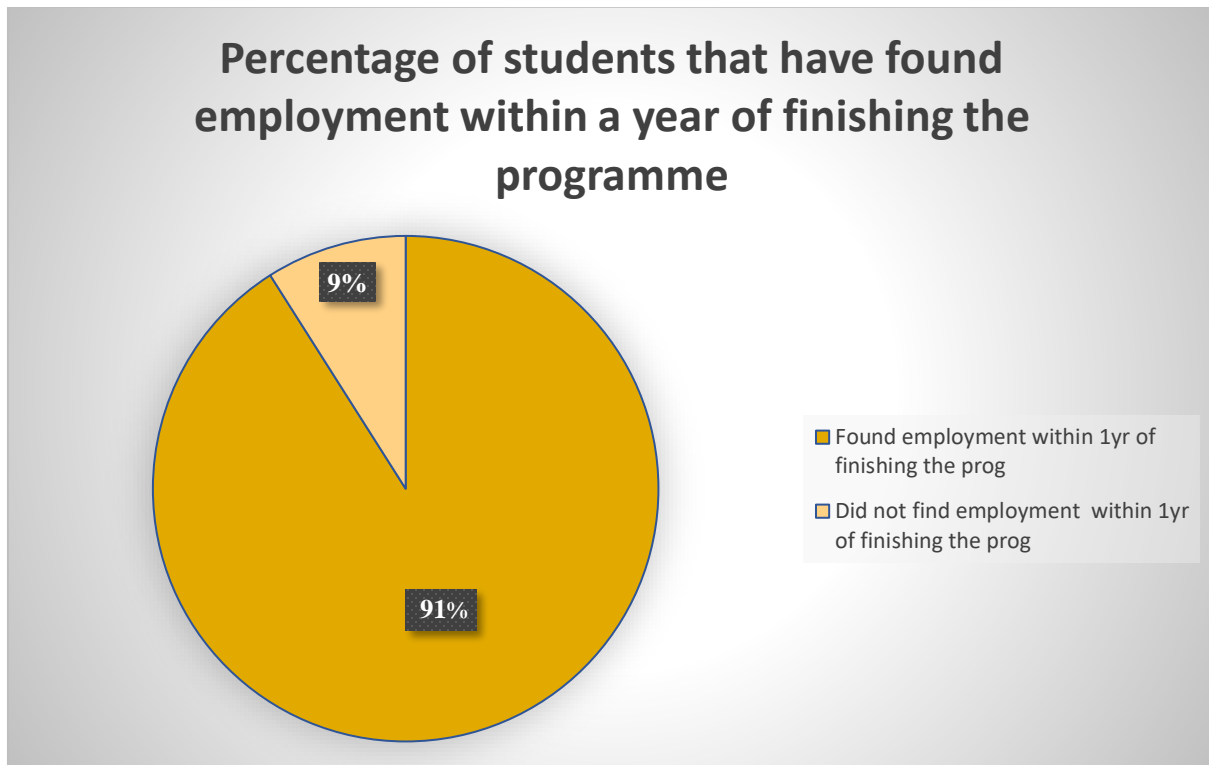


Chart 2: Perc. of students who found employment within a year of finishing the programme

Out of 20 students (14 male 6 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.

17 (12 male 5 female) students found and kept their job up until the end of this reporting period.

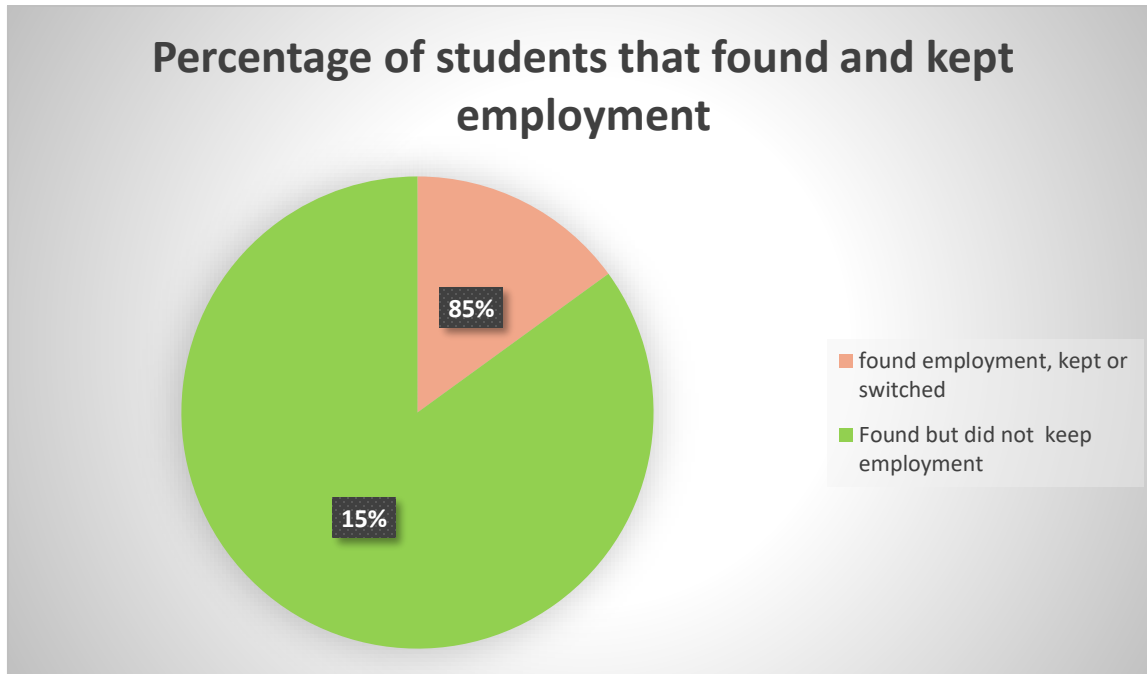


Chart 3: Perc. students who found and kept employment

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 October - December 2020

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

Below are the upcoming activities that are planned under the assumption that the current measures will remain in place regarding face to face activity and online learning during the next academic year. All activities will be reviewed and adjusted where possible. More will be reported on this topic in the next report.

- Updating batch 3 and 4 students' guardians about their progress the third semester of the programme
- Continuation of third semester through online skills classes for Computer skills classes
- SFL graduation for batch 2 and 3 students
- End of year celebration



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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|---|---|
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