



**Quarterly
Monitoring and Evaluation Report
October – December 2020**

Prepared by:

Isha Jalloh
Programme Admin Consultant
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GLOSSARY

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
- End of year trainers' meeting
- Winding down meetings with students
- Winding down meetings with guardians
- Batches 2 and 3 graduation
- SfL celebration
- Personal guidance
- Students in the job market

This Monitoring and Evaluation (M&E) report covers activities planned and implemented from October to December 2020. This is the sixth 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 which will be reported on in this report. At the time of writing this report, SfL was preparing to close its physical space in Sierra Leone and transition online and going globally for other youths and employers in low- and middle-income countries to benefit as well. Having said that, personal guidance sessions were finalised in September 2020 and were therefore addressed in the previous report for the last time.

The table below provides a breakdown of Schooling for Life students in and out of the programme as at 31st December 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 still in pillar 1	Graduated from SfL but currently without employment	Graduated from SfL and in employment	Total number of students per batch
1	0	4	9	13
2	2	3	8	13
3	13	0	5	13
4	6	0	0	6
Total	21	7	22	45

Note 1: Batch three students have not yet graduated from college, however, 5 out of 13 students have secured employment at the moment.

Note 2: Throughout the report, the term employment refers to contracted employment, internships or/and volunteer positions.

The table below shows the impact Schooling for Life has had over 6,5 years in Sierra Leone. Over the period, SfL was able to support over 45 students with scholarships, employability skills training, and guidance in their behavioural change and character building. Through the students, trainers trained and the outreach done, the organisation impacted over 3000 people in the period that it was operational in Sierra Leone. Founded on that success, the organisation is taking a new path by going global and online.

The transition to online comes with several changes to the current programme:

- Schooling for Life will close its doors in Sierra Leone on 31 December 2020
- The organisation will become a social enterprise rather than a charity organisation
- The organisation will offer a paid professional employability skills and behavioural change course online, focused on low- and middle-income countries
- The future target groups will be:
 - Employers who want to upskill their employees
 - Organisations that are working with youths to prepare them for the job market
 - Youths who are either in secondary or tertiary level education or have finished their education and who want to attain the employability skills needed to secure and keep a position in the job market

Table 2: Overview of number of people SfL has impacted directly in Sierra Leone

S/N	Year	Student applications	Outreach done by SFL to other organisations & institutions during application process	Training Of Trainers	Students' Guardians	Total
1	2014	90	75	12	20	197
2	2016	50	75	7	16	148
3	2017	110	75	10	15	210
4	2018	80	75	8	15	178
5	2019	76	75	6	12	169
	TOTAL	406	375	43	78	902

Table 3: Overview of number of people SfL has impacted indirectly through its students

S/N	Year	Family Member	Community	Schools	Work	Religious Institutions	Total
1	2015	130	195	130		65	520
2	2016	195	325	195	0	130	845
3	2017	130	260	130	30	130	680
4	2018	260	390	260	45	195	1.150
5	2019	320	480	255	85	225	1.420
6	2020	225	450	105	115	225	1.175
	TOTAL						5.790

Note: Calculations have been done using the following estimates per year:

Family members: 1 student making an impact on 10 family members in the first year and 5 family members each subsequent year

Community: 1 student making an impact on 15 community members in the first year and 10 community members each subsequent year

School: 1 student making an impact on 10 schoolmates in the first year and 5 schoolmates each subsequent year (until graduation)

Work: 1 student making an impact on 5 colleagues in the first year of work and 5 colleagues each subsequent year

Religious institutions: 1 student making an impact on 5 people in the first year and 5 people each subsequent year

Table 4: Estimate of people SfL has reached through the following media in Sierra Leone

S/N	YEAR	Job Fair	Radio Democracy	Air Radio	AYV Radio	AYV TV	Life by Design tv show	Total
1	2014		400	300	300			1.000
2	2016			300	300		600	1.200
3	2017			300	300			600

4	2018	500		300	300			1.100
5	2019		400	300	300	550		1.550
Total								5.450

Note1: these are estimated numbers as these are all national media platforms.

Note2: Through outreach people were reached via presentation and interviews

Note3: the Country Director was part of an expert panel on career guidance in Life by Design hosted by mr. Joe Abass Bangura

Table 5: Estimate of number of people SfL has reached through presentations of students at school assemblies

Year	Annie Walsh Memorial School	Methodist Girls High School	Vine Memorial	FSSG	Ahmadiyya Muslim School	Syndicates	Total
2016	200	200	200	200	200		1.000
2017	200	200	200	200	200		1.000
2018	200	200	200	200	200	50	1.050
2019	200	200	200	200	200	50	1.050
Total							4.100

Note1: These are estimated numbers as each school counts over 800 students and we only address students present a (mandatory) assembly

PILLAR ONE – SCHOLARSHIPS

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

Batch One (Number of Students – 13) All the batch one students have completed and graduated from the programme. Details about them will be captured under the job market.

Batch Two (Number of Students – 13) All the batch two students have graduated out of the programme, however, we still have **(2)** Information Technology students at Bluecrest college completing their courses respectively on Database Administration and Networking.

Batch Three (Number of Students – 13) The batch three students were part of the graduation ceremony organised; however, students are yet to complete pillar one of the programme.

Below is the breakdown of students in their respective institutions with their courses studied in their second (final) year in college. It is important to note that the MMCET students have sat to their NCTVA exam and they are waiting on result. Some of these batch three students have already secured employment, volunteering or internship positions.

- **(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 of start of this reporting period, institutions have started face to face lectures again for the completion of the first academic year. Below is the breakdown of students in their different institutions. It is important to note that one student who is studying Database Administration at Bluecrest College has been expelled from the programme due to significant lack of commitment and attendance, as well as not showing improvement in behavioural change. He will finish his current module at his college and receive a college certificate for what has been completed up until now. No further fees will be paid.

- **(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 FLS Academy for Electrical and Electronics Engineering
- (1) Expelled student that is studying Database Administration at Bluecrest College

It is important to also note that not all colleges are on the same academic timeline especially with the COVID-19 situation in the country. Therefore, registration and study periods vary per college.



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' progress in a semester or over a year. Pre-assessment examinations are taken at the beginning of the semester (or year) 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. Students' progress and performance will be discussed below in this quarter.

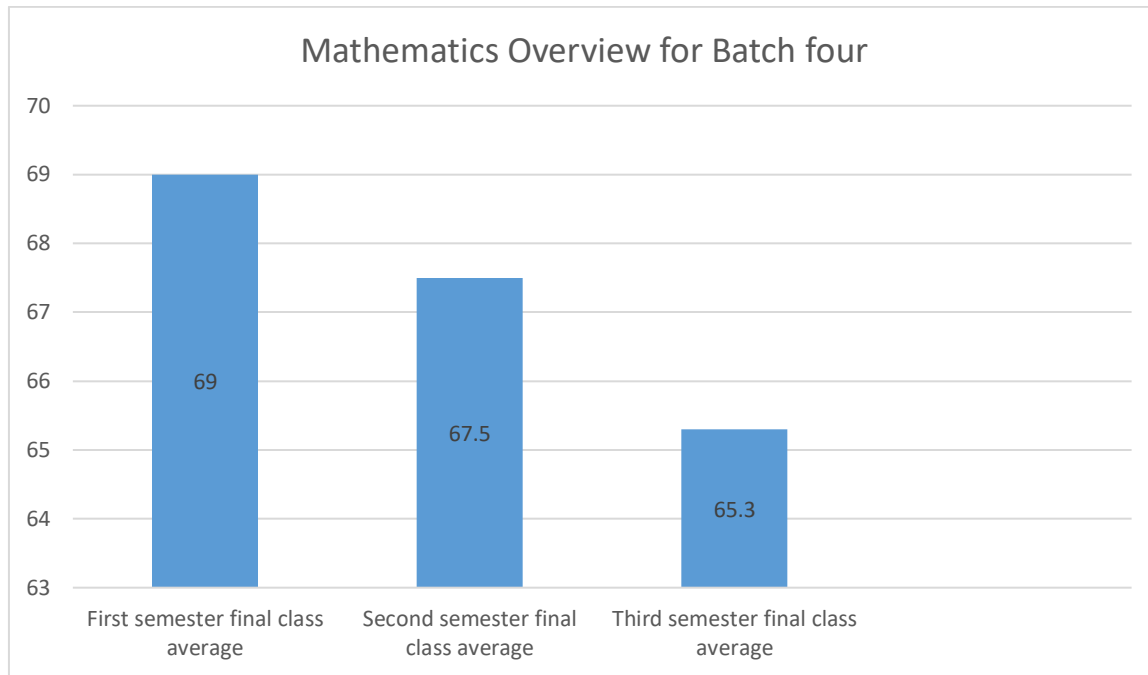
Skills Class Results

BATCH FOUR

Batch four students received training last quarter on English Language, Mathematics and Time Management. The Time Management skills class covers creating a positive mindset, goal setting, managing work load, and organising your life. This module is designed for students to improve on their critical thinking and planning skills both for personal growth and for the job market.

Mathematics Progress Batch Four

The end of semester class grade average for Mathematics third semester was 65.3 points. The graph below shows comparison for the first, second and third semesters final class grade average in year one for batch four students.

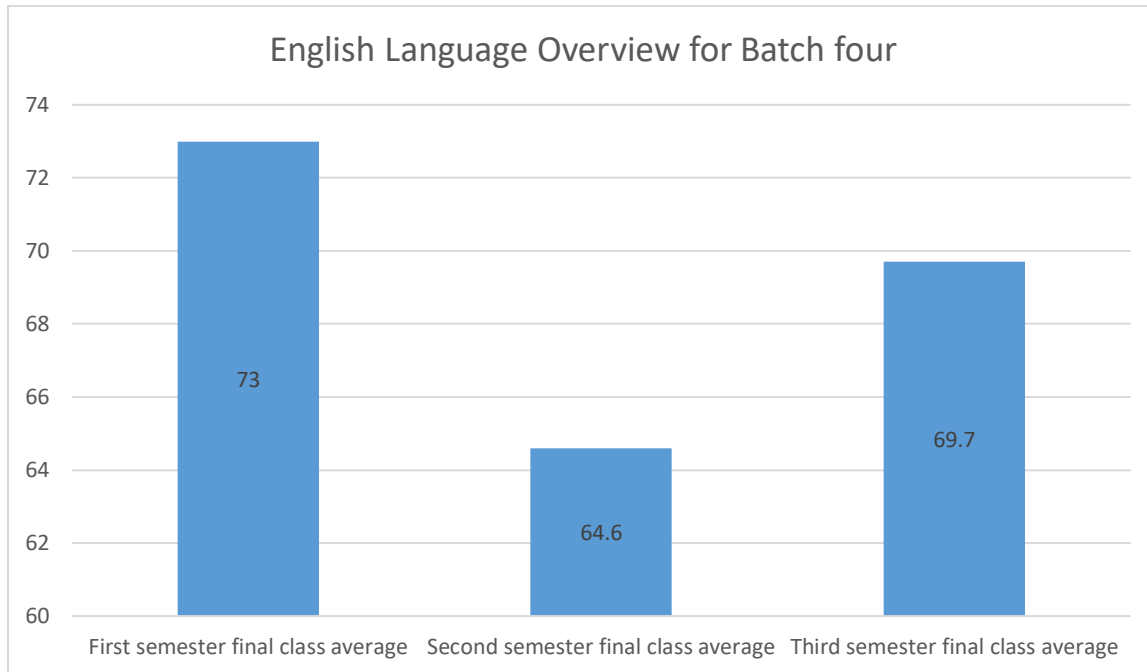


The graph above shows that there is a constant decline in the final class average throughout the three semesters.

The decrease from the first to the second semester 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. For the third semester, SfL transitioned into online training for the very first time. For mathematics, this posed more hurdles than for the other subjects. Arguably, that has caused the decline in mathematics grades for this semester.

English Language Progress Batch Four

The end of semester class grade average for English Language third semester was 69.7 points. The graph below shows comparison for the first, second and third semesters final class grade average in year one for batch four students.

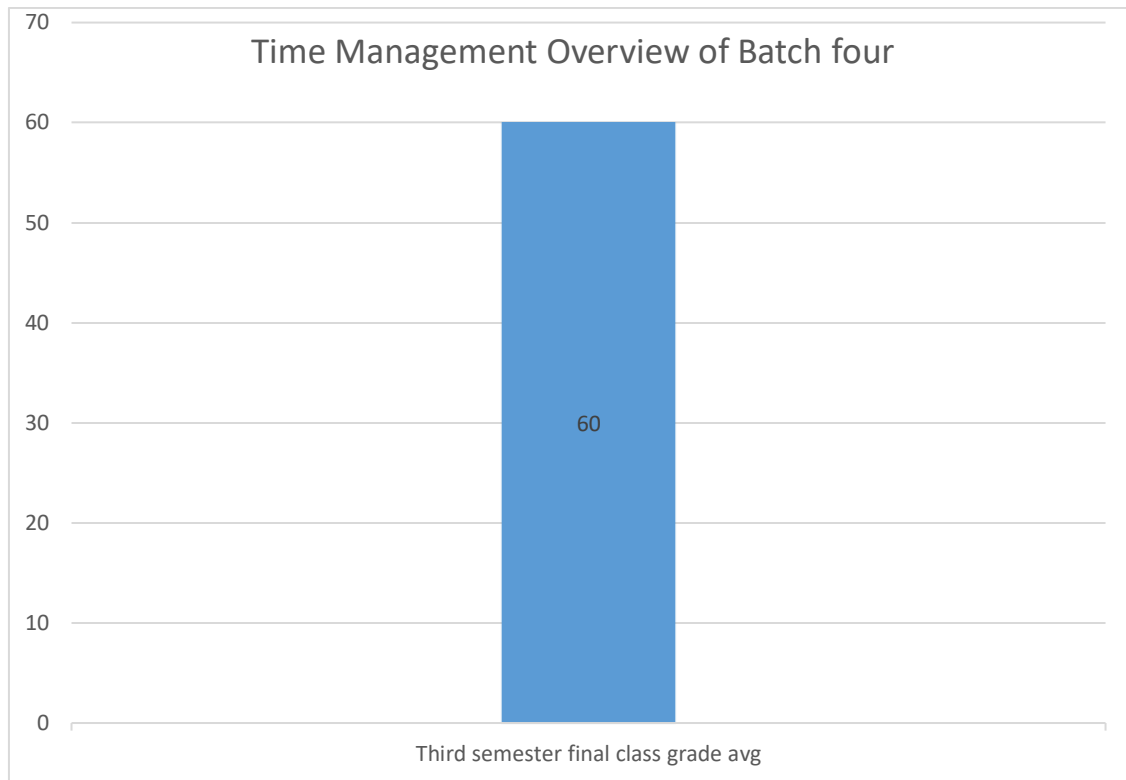


The graph above shows that there is fluctuation in the final class average throughout the three semesters.

The decrease from the first to the second semester 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. For the third semester, SfL transitioned into online training for the first time, yet the students managed to keep their grades up.

Time Management Progress Batch Four

The end of semester class grade average for Time Management in the third semester was 60 points; the module covered one semester.



This is a one semester module and the students demonstrated significant improvement throughout the semester in class, culminating into a 60 point final class grade average at the end of the semester.

BATCH THREE

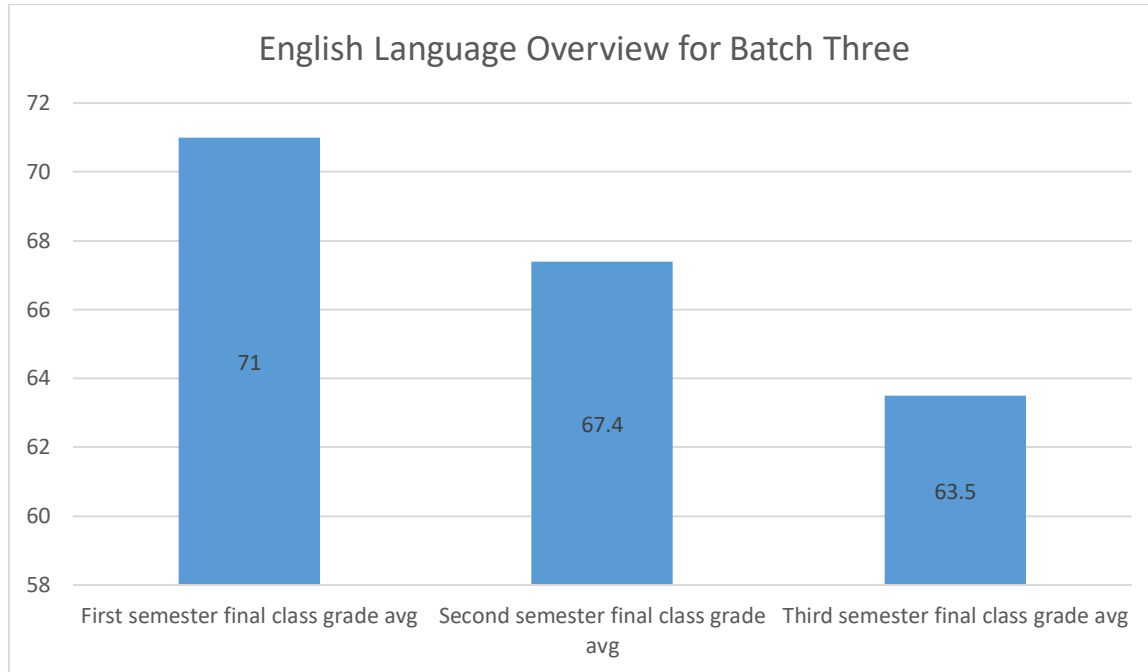
The Batch three students are in their final year of skills class and in the third semester. The students received training in English Language, Work Ethics and Time Management. The Time Management class covers creating a positive mindset, goal setting, managing work load, and organising your life. This module was designed to give batch three students additional support in their critical thinking and planning skills both for personal growth and for the job market.

It is important to note that at the end of this semester the remaining computer skill training topics (from the second semester) were completed with the students. However, students did not sit to an exam upon completion as the SfL team felt that too much time had passed since the first classes.

As reported in the previous report; 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.

English Language Progress Batch Three

The end of semester class grade average for English Language third semester was 63.5 points. The graph below shows comparison for the first, second and third semesters final class grade average in year two for batch three students.



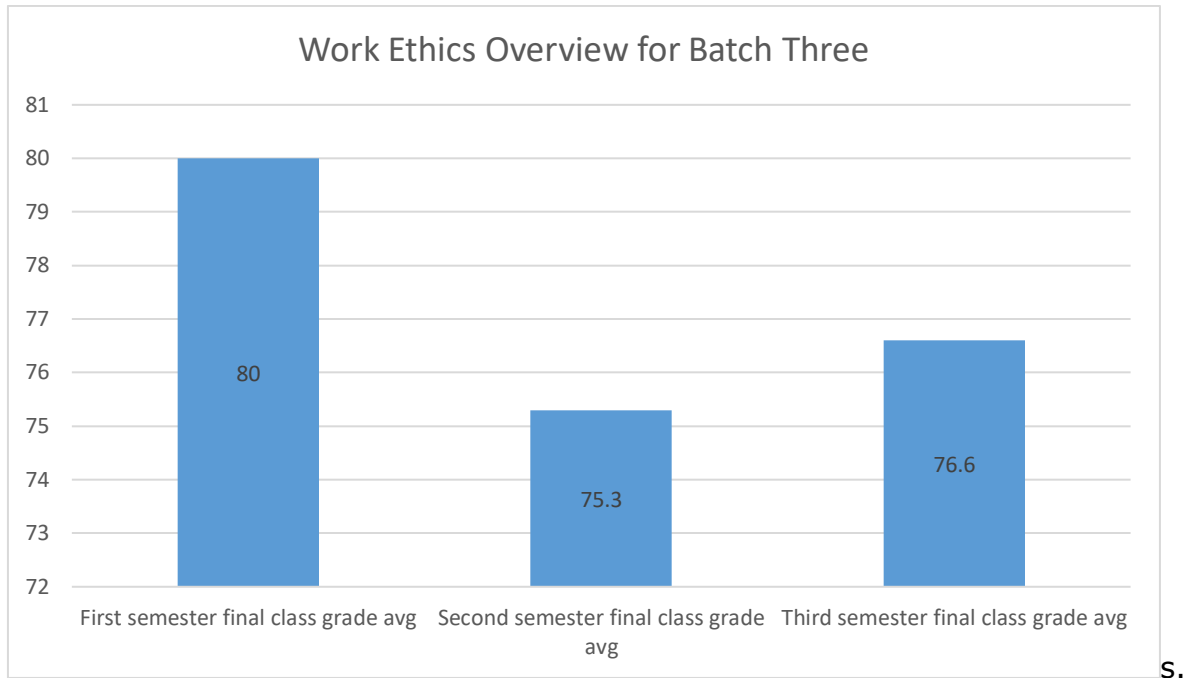
The graph above shows that there is a constant decline in the final class grade average throughout the three semesters.

The decrease from the first to the second semester 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.

For the third semester, SfL transitioned to online training for the first time. However, since these students did not struggle in any of the other subjects, we can not be sure as to what has caused the decline in English Language.

Work Ethics Progress Batch Three

The end of semester class grade average for Work Ethics third semester was 76.6 points. The graph below shows comparison for the first, second and third semesters final class grade average in year two for batch three students.



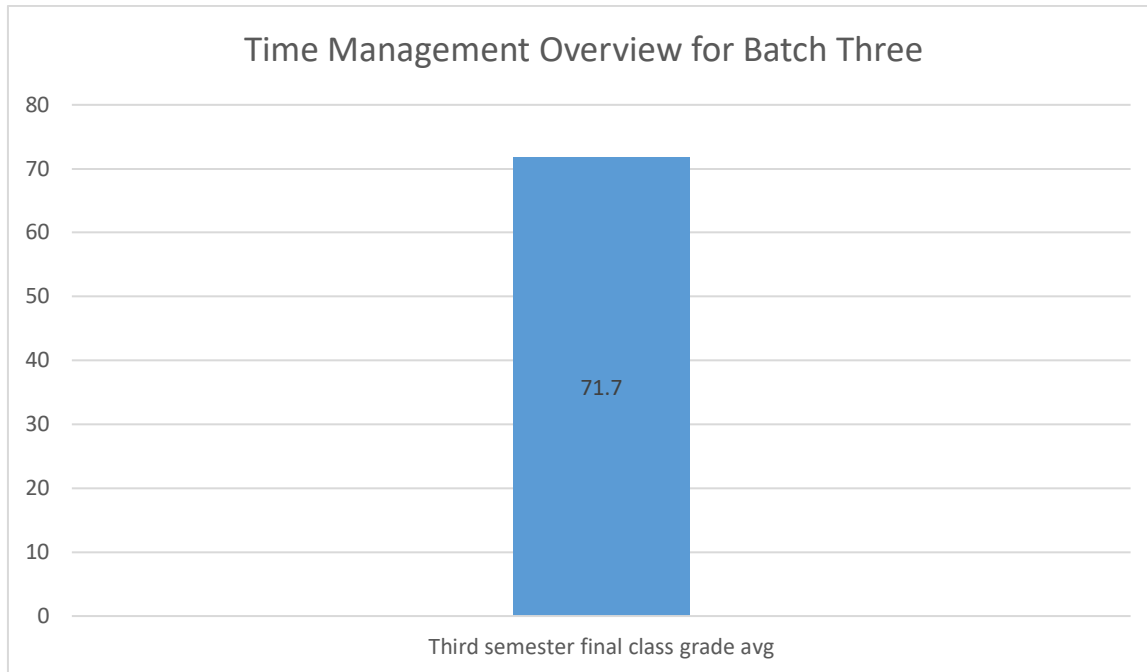
The graph above shows that there is a fluctuation in the final class average throughout the three semesters.

The decrease from the first to the second semester 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. For the third semester, SfL transitioned into online training for the first time, yet the students managed to increase their grades by a 1.3-point average.

Time Management Progress Batch Three

The end of semester class grade average for Time Management third semester was 71.7 points; this was a one semester module.





This is a one semester module and the students have demonstrated significant improvement throughout the semester in class, culminating into a 71.7 point final class grade average at the end of the semester.

Lesson learnt: Both batch three and four responded to the online classes differently per subject. For the Batch four, students were having constraints with the mathematics online training as the subject demands more practical for better understanding. The Batch three students seemed to struggle with their diligence in following assignment deadlines when they didn't have to come to class physically. This will need to be reflected upon by SfL when taking the courses online permanently.

End of Year Trainers' Meeting

The end of year trainers' meeting was held on the 30th October 2020. This was the last online trainers meeting, as SfL had continued to limit the face-to-face meetings in the office. The purpose of this meeting is to discuss the overall growth and challenges faced during the academic year and to find possible solutions for the next academic year. In this case, as the organisation will be transitioning online in the next academic year. Trainers were asked to give their opinions about the online training done during the third semester and possible solutions to issues that arose. Trainers shared their experiences with the team and positive changes observed in students were discussed.

Lesson Learnt: Having had continuous meetings with the trainers throughout the semester facilitated final advice given towards the permanent transition to online training. Because the trainers were used to reflecting on the online training, it was easier to build on those conversations.

OTHER RELATED ACTIVITIES

Winding Down Meetings with Students (Batches 1, 2, 3 & 4)

Prior to the various meetings with the students, the SfL team met and discussed possible questions and concerns that students might have during the meeting. The same information was delivered to the various batches of students. Despite their different positions in the programme, SfL thought it important to give a comprehensive overview of approach to all.

Students were informed about the transition SfL will be making in the next academic year by going online and global, as explained at the top. Students were informed that SfL will continue to pay all students' educational cost and provide online skills class for the batch four students. The batch one, two and three students will become mentors to the batch four students, in order to support their journey in the second year of the programme.

The meetings gave the students the opportunity to share their thoughts on this transition and SfL closing its doors in Sierra Leone. Students were further informed that their certificate of completion of the programme will be issued to them once they have officially completed all three pillars of the programme.

Winding Down Meetings with Students and Guardians

Having included the guardians of the students in the inauguration process and throughout the students' journeys in the SfL programme, the team decided it to be essential to also include them in the winding down process. Small scale meetings were conducted for batches 3 and 4 students and their guardians in accordance with COVID-19 protocol.

The guardians were given all the information that students had already received to make sure everyone is aware of the same facts.

Batches Two and Three Graduation

Schooling for Life held its second graduation ceremony on the 12th December 2020 for 28 students in total. This is a combination of batches (batch 1 {2 students}, batch 2 {13 students} and batch 3 {13 students}).

The management thought it fit that since the batch three students have almost finished the programme (remains finalisation of college studies), it would be nice for the students to have the experience of a formal graduation from SfL and to recognise their hard work in pillar two and three of the programme. For the students that have completed the programme, they were given a recommendation letter and certificate of completion. For those that haven't completed the programme, they were given an

adjusted recommendation letter which needs to be updated upon completion. This was communicated to the students concerned prior to the graduation.

Students from batches 2 and 3, and trainers gave speech during the graduation. The Country Director also gave a speech about how proud she was of the young boys and girls she accepted into the programme a few years ago who have now become mature young men and women.

The celebration was held at the beach as the organisation takes into consideration the COVID-19 measures.

Schooling for Life Celebration

This Schooling for Life celebration is the biggest event the organisation has had in all its years of existence as it brought together not just the students, trainers, and staff of SfL but also sponsors, partners, formal educational partners and employers to celebrate the success of Schooling for Life's Skills for a Successful Future programme on the 19th December 2020.

In order to make the event more celebratory, various activities were carried out during the event. Prior to the event date, students of SfL were asked to prepare something that would tell their stories, the journey they went through as a group to get to where they were and the uniqueness of SfL graduates as a batch. Two trainers and a representative from the Ministry of Technical and Higher Education shared their various experiences working with SfL.

The Country Director also gave a speech about the journey of (setting up) SfL and the future plans for the organisation. She thanked the people who had stood by her throughout the period and close partners were recognised with gifts at the end of the event.

PILLAR THREE – PERSONAL GUIDANCE

The batch three students completed their two years of personal guidance in the last quarter of this academic year.

The batch four students officially still have a year of personal guidance to receive. Part of the behavioural change that would be supported through the personal guidance sessions, will be provided through the new online training course. For the daily support, the team has decided to discuss involvement with the batch one, two and three students who have themselves received two years of personal guidance. As students who have experienced the workload and behavioural change needed to succeed on the job market and in life, they would be best suited to pay their knowledge forward. The SfL team will support the mentors in their preparations and planning of the upcoming year of sessions and remain in contact regarding 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 provides opportunity for students to demonstrate acquired skills and knowledge in a practical work 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 seven (7) new students in the job market. The breakdown reads as follows and one (1) student lost his job due to the COVID-19 situation and became a short-term volunteer.

- Employment
 - 1 Female student from batch three serving as a Receptionist at EcoMed Medical Centre
 - 1 Male student from batch three serving as Receptionist Help and Desk Support at EcoMed Medical Centre
 - 1 Male student from batch two serving as a Marketer and Customer care service provider at Afrigas
- Internships
 - 1 male student from batch three serving as a Graphic Designer at Bondade Investment
 - 1 female student from batch three serving as Admin Officer at Hamason SL Limited
 - 1 male student from batch two serving as Mechanical Engineer at Sierra Rutile
- Volunteer
 - 1 male student from batch three serving as a Programme Manager at Adventure Pure Water Company
 - 1 male student from batch one serving as a volunteer at Schooling for Life

Table 6: Total number of new students in the job market for this 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	2021	Business Administration	Office Admin intern	Hamason SL Limited	None	2 Months
2	Female	2021	Tourism and Hotel	Receptionist	EcoMed Medical Centre	None	2 Months

			Management				
3	Male	2021	I.T.- Networking	Graphic Designer- intern	Bondade Investment	None	2 Months
4	Male	2021	I.T.- Networking	Receptionist Help and Desk Support	EcoMed Medical Centre	None	2 Months
5	Male	2021	Accounting and Finance	Programme Manager - Volunteer	Adventure Pure Water Company	None	1 Month
6	Male		I.T.- Networking	Volunteer	Schooling for Life	Barmoi Hotel- Assistant I.T. Officer	2 years 9 months
7	Male	2020	Electrical and electronics Engineering	Marketer and Customer care service provider	Afrigas	None	1 month
8	Male	2020	Mechanical Engineering	Mechanical Engineer - intern	Sierra Rutile	None	2 Months

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, internship or volunteering.

Table 7: 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	1 year 2 months

2	Female	2019	Secretarial Course	Marketer-volunteer	OMS Canteen	1 year 1 month
3	Male	2019	I.T. Networking	Support Staff-volunteer	Schooling for Life	1 year 8 months
4	Male	2018	I.T. Database and Web Development	Office Admin Assistant	Schooling for Life	2 years 4 months
5	Male	2018	Human resources	Recruitment Officer	Afriqia HR Solutions	2 years 3 months
6	Female	2019	Social Work	Field Officer (Community Worker)	Dendainben federation-purposeful	1 year 6 months
7	Male	2019	Social Work	Community Liaison Officer	Sudu Salone	1 year 4 months
8	Male	2019	Social Work	Social Worker	Don Bosco Fambul	1 year 8 months
9	Male	2019	I.T. -Networking	Digital Support staff	UBA	1 year 8 months
10	Male	2019	I.T. Networking	Immigration Officer	Immigration department	1 year 8 Months
11	Female	2019	Banking and finance	Accountant Assistant	Sensi Hub	1 year 5 months
12	Male	2019	Electrical and Electronics Engineering	Assistant Operations Manager	Ketso Company Limited	11 months
13	Male	2019	Electrical and Electronics Engineering	Filter Operator	Brewery SL limited	11 months
14	Female	2020	Nursing	Community Nurse - volunteer	Kissy Community health center	4 months
15	Male	2020	Electrical and Electronics Engineering	Marketer and Customer Care service provider	Afrigas	1 month
16	Female	2021	Business Administration	Office Admin-intern	Hamason SL Limited	2 months
17	Female	2021	Tourism and Hotel Management	Receptionist	EcoMed Medical Centre	2 months

18	Male	2021	I.T.- Networking	Receptionist Help and Desk Support	EcoMed Medical Centre	2 months
19	Male	2021	I.T.- Networking	Graphics Designer- intern	Bondade Investment	2 months
20	Male	2021	Accounting and Finance	Programme Manager- volunteer	Adventure Pure Water Company	1 month
21	Male	2019	I.T.- Database and web management	Marketer	Orange SL	2years 2months
22	Male	2020	Mechanical Engineering	Mechanical Engineer	Sierra Rutile	2 Months

The chart below shows the percentage of students that have found a job (inclusive of volunteers) within 1 year of finishing the three-pillar programme vs. students who were not able to find a job in the same time span. 24 students have finished the entire three-pillar programme from batch one and two. The organisation also has 5 students that are still in college but who have secured employment already. This brings our total of students effectively and potentially in the job market to 29. Only 2 students could not find employment within a year after graduation from the programme. This shows that 93% 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 including volunteers

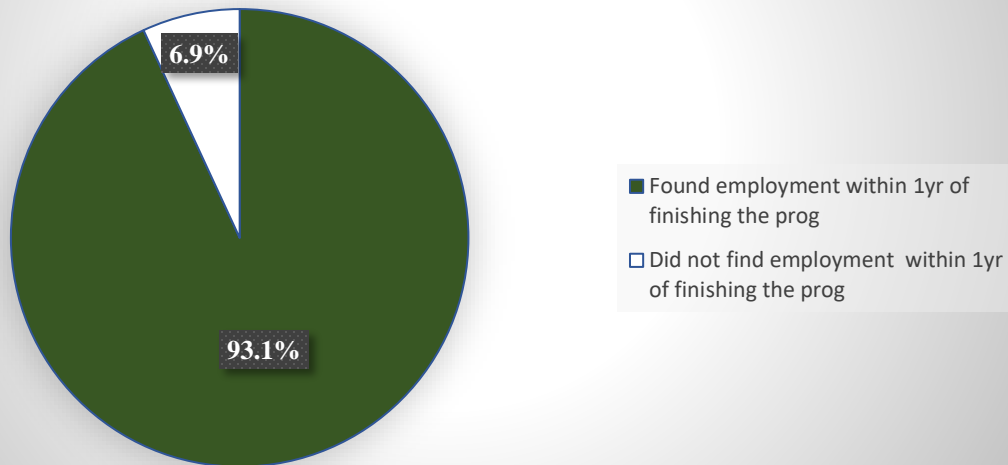


Chart 2: Perc. of students who found employment within a year of finishing the programme including volunteers

Out of the 27 students that are employed at the moment, only 4 students (2 male and 2 female) are volunteering.

Percentage of students that have found employment within a year of finishing the programme excluding volunteers

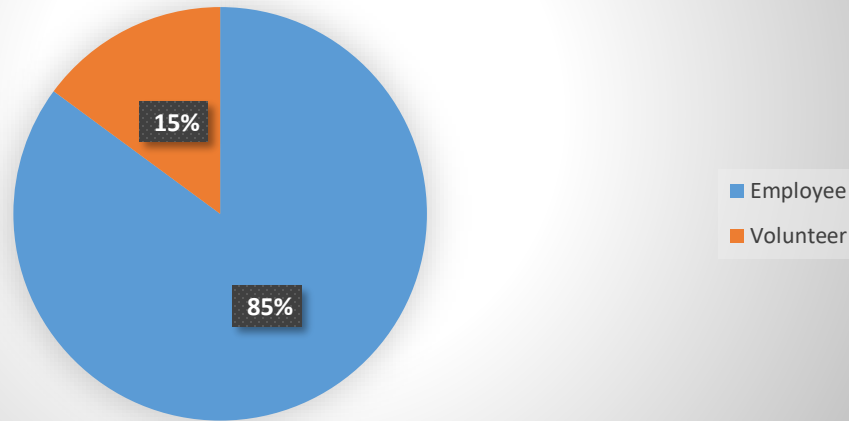


Chart 3: Perc. of students that have found employment within a year of finishing the programme excluding volunteers

In reference to chart one, out of 27 students (19 male 8 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.

Out of 24 students (17 male 7 female) that kept their job for a consecutive year, 2 (2 male) students lost their job after 1 year in employment due to the COVID-19 situation in the country. Companies and organisations have downsized or completely closed their operations. This has affected some of our students by losing their jobs during this reporting period.

22 (15 male 7 female) students who found a job, kept it up until the end of this reporting period.

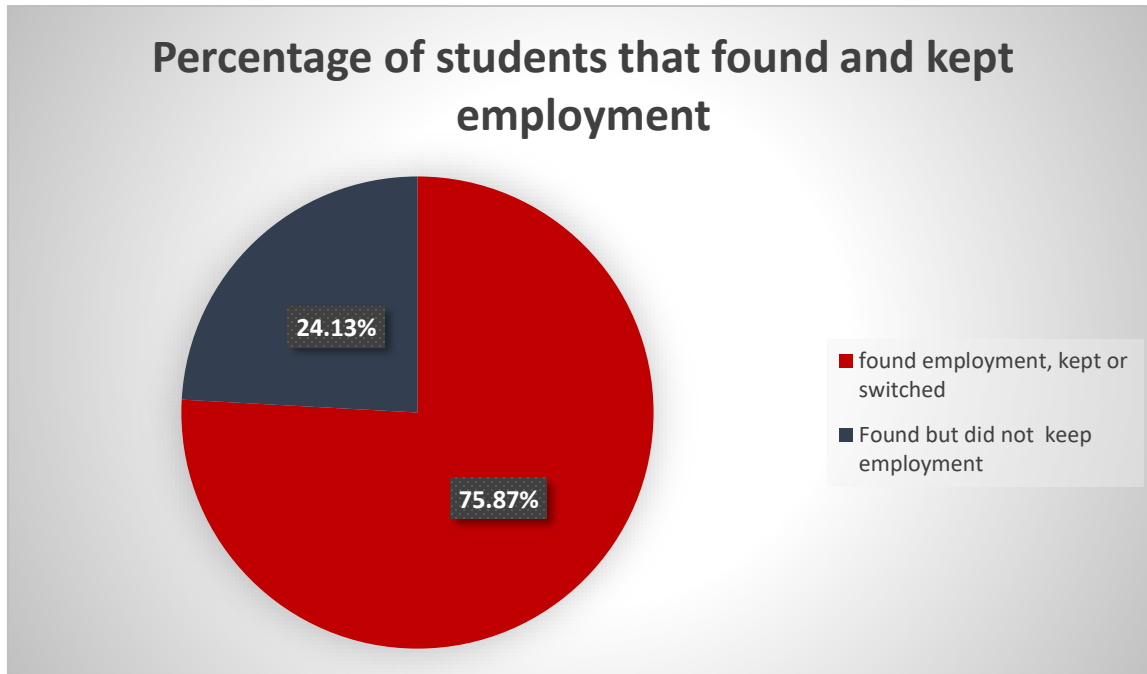


Chart 4 Perc. students who found and kept employment until current reporting period

Note: Our batch one students graduated in late 2019. Therefore, the percentage of students who have found employment and kept for a year after graduating from the programme can only be reported on in the next report.

The table below shows the students that were not engaged in the job market during this reporting period. Please note that some of these students lost their job due to COVID-19 situation.

Table 8: 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	Marketer at Finic Factory

6	Male	2017	Civil Engineering	3years months	6	Logistics manager in construction at Mareno Enterprise
7	Male	2019	Business Administration	1 year		Admin Officer at Lacs Villa Hotel

PLANNED ACTIVITIES FOR JANUARY – FEBRUARY 2021

IMPORTANT NOTE: Since the organisation is transitioning to online, no activities will be held in Sierra Leone anymore. Updates will be provided on our students for scholarships in their various colleges and the online skills training. Such activities will include:

- Batch four registration for 2nd year
- Online skills training for batch four
- Start of mentorship to batch four by batches one, two and three students
- Formal closing of the Schooling for Life office in Sierra Leone



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 Jusu Mambu – Admin Support
Consultant

Isha Jalloh – Programme Admin
Consultant

Mallam A.B. Jalloh – Finance support
consultant

Aiah Tommy – Senior Finance
Consultant

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

Contact information		
www.schoolingforlife.net		
info@schoolingforlife.net (NL)	admin@schoolingforlife.net (SL)	
Bank Information		
Bank Account The Netherlands,	Bank Account Sierra Leone,	
Rabobank	United Bank for Africa	
IBAN:NL49RABO0171749022	Leones Account: 5401-1003- 000593-1	

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