



# ANNUAL REPORT 2013

EDUCATION  for HOPE

## LETTER FROM THE CHAIRMAN OF THE BOARD

Dear Friends,

We made great strides in 2013. Executive director Momodu Jalloh visited the completed Tumba primary school and distributed backpacks of school supplies and came back from Sierra Leone with a larger and more challenging mission for 2014: building a nine-room school to serve the needs of three rural villages and planning to renovate a crumbling and overcrowded urban school in Freetown. Along with providing books and school supplies, these projects are urgently needed by a new, post-war generation yearning for education in a country with few educational resources.

2013 saw the formal registration of Education for Hope (EFH) as a recognized local charity by the Sierra Leone government, including establishment of a small office and employment of our first in-country National Coordinator, Jerry Sevalie. This new status allows EFH to apply for grants from international organizations and permits EFH to meet with partner charities and communities throughout the country, while Jerry's presence provides careful supervision of our projects and allows us to source labor and materials locally. It is truly amazing how far a dollar can be stretched in Sierra Leone; can you imagine building a functional school for \$35,000 in the United States?

EFH continued to support the new Tumba Primary School in 2013. There has been an increase in enrollment since the school was completed, with children from surrounding villages also attending the new school. EFH donated sport packs, each containing a dictionary, notebooks, and pencils, to the 68 pupils and 3 teachers of the Tumba Primary School. The donation was well received and appreciated by the community. The EFH team met with community elders to ensure that they will continue to support the school and the teachers. Additionally, EFH donated 50 sport packs with school supplies and dictionaries to girls at the National School for the Deaf; 100 dictionaries to the Sierra Leone Peace Corps; 810 dictionaries and 150 plus books to the Sierra Leone Library Board, which were distributed to libraries and educational institutions across Sierra Leone; and 41 dictionaries and school supplies to the All Nation School in Freetown.

In December, EFH broke ground on the Three Communities Primary School project. The villagers poured out for the ground-breaking event—a total community effort. The women fetched and carried water and the men were actively involved in mixing and carrying concrete, sticks, stones, and cement, and laying out the foundation, while the elders assisted in many ways—preparing food and serving drinking water to the workers. The Three Communities residents were very excited and hopeful and look forward to the completion of their first-ever primary school to give their children the ability to read and write to chart their own destiny. This school will benefit 100 plus children and give them the opportunity to go to school for the first time.

Our success would be impossible without the support of our dedicated volunteers (we have no paid employees in the U.S.) and the generous gifts of our donors. As we strive to enable the children of Sierra Leone to improve their lives and chart their own destinies, we are constantly inspired by the kind generosity of our supporters.

Thank you for your support,



Paul Brinkman  
Chair, Board of Directors

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Women of Rogbomtama village celebrating the arrival of the EFH team

## 1 | WHY WE DO THIS WORK

Lack of educational opportunity is the primary cause of stagnant development and increased poverty within underdeveloped African nations. While many regions of the world are susceptible to hard times, children in Africa are at high risk for continued poverty and less educational opportunities; therefore, they are our organization's primary focus.

### MISSION STATEMENT

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The Mission of Education for Hope is to improve the quality of life and end generational cycles of poverty by empowering the children of sub-Saharan Africa with the tools and resources to be able to read and write, and thus have the ability to chart their own destiny.

### VISION STATEMENT

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Through sustainable partnerships we will work with local communities in sub-Saharan Africa under a co-investment approach to catalyze a strong primary educational beginning including building schools, providing school supplies, and providing books for libraries. Within two decades we will build or renovate 500 schools equipped with libraries, provide 10,000 sport packs with school supplies to primary school children, and provide libraries with 1,000,000 books.

### CORE VALUES

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*Partnership – Committed to collaborating with governmental and non-governmental institutions, individuals, and organizations that share our values*

*Accountability – All receipts and expenditures will be accounted for*

*Integrity – All ambassadors of the organization are required to follow the by-laws at all times and are held to the highest ethical standards in executing their duties*

*Transparency – All donations and money raised will be used for their intended purposes and not for personal gain*

## 2 | WHY SIERRA LEONE?

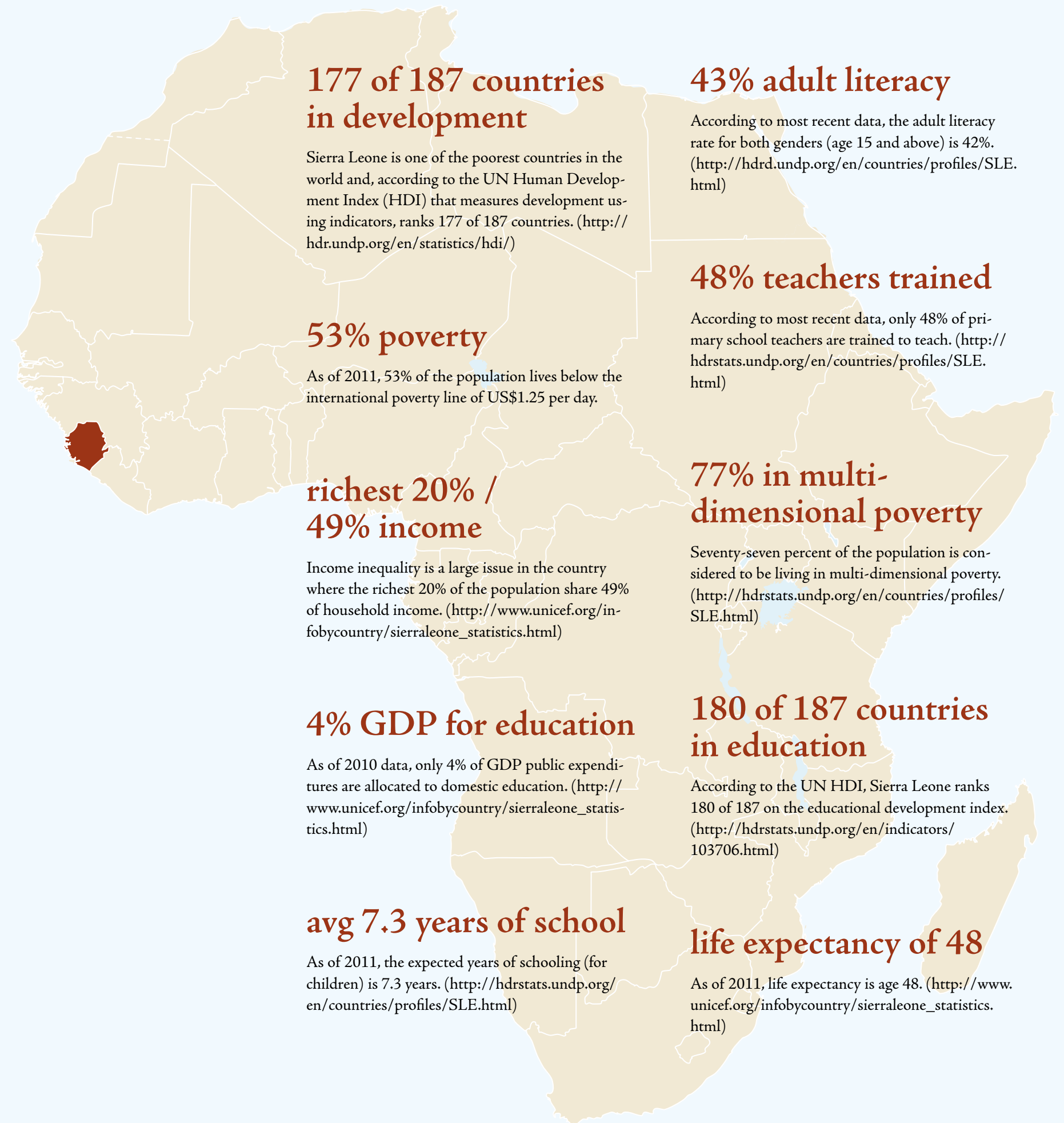
Our vision is to establish a presence in every country in sub-Saharan Africa addressing the needs of rural communities. Currently, we are operating in Sierra Leone, West Africa. We were guided in our work and motivated toward success by being fully mindful of the hardships faced by children and their families throughout Sierra Leone, as the country continues to struggle to recover from a decade-long civil war that destroyed lives and communities.

The history of the Republic of Sierra Leone is truly remarkable. Located on the Atlantic coast of West Africa, it is one of the smallest countries in continental Africa, yet possesses the world's third largest natural harbor and is rich in natural resources. As a former British colony from the early 19th century until 1961, Sierra Leone's education system was recognized throughout Africa for its high quality. Fourah Bay College, located in the capital city of Freetown, was considered a literary and linguistic center of West Africa and was affectionately referred to as "the Athens of West Africa." In 1991, Sierra Leone became engulfed in a devastating 11-year civil war that largely disrupted all levels of the education sector.

This war left many children and youth orphaned, mentally disturbed, psychologically traumatized, with amputated limbs, displaced and uneducated — not counting the thousands that innocently lost their lives. This disastrous conflict left the educational system, particularly in the rural areas, in complete ruin. Many schools were razed to the ground; some have no roofs or furniture. In other words basic school amenities, such as pens, pencils, sharpeners, and notebooks, are not available or are very expensive to buy: teachers do not have the materials they need to teach. One can say that education for many children in Sierra Leone is becoming a luxury they can't afford, instead of a basic right that all enjoy.

Sierra Leone is among the top five underdeveloped countries in the world. Education for Hope believes that through educational program development, cultural awareness, and civic education the lives of children in Sierra Leone can be lifted above the poverty line, thereby brightening the future by giving equal educational access to all.

Almost three-quarters of Sierra Leone's population is illiterate, which is among the highest in the world. Education for Hope bridges this gap by rebuilding and rehabilitating dilapidated schools, in the hope of developing educational programs and curriculums to address today's challenges. Education for Hope provides primary schools the necessary tools to educate the children of Sierra Leone.



### 177 of 187 countries in development

Sierra Leone is one of the poorest countries in the world and, according to the UN Human Development Index (HDI) that measures development using indicators, ranks 177 of 187 countries. (<http://hdr.undp.org/en/statistics/hdi/>)

### 43% adult literacy

According to most recent data, the adult literacy rate for both genders (age 15 and above) is 42%. (<http://hdr.undp.org/en/countries/profiles/SLE.html>)

### 48% teachers trained

According to most recent data, only 48% of primary school teachers are trained to teach. (<http://hdrstats.undp.org/en/countries/profiles/SLE.html>)

### 53% poverty

As of 2011, 53% of the population lives below the international poverty line of US\$1.25 per day.

### 77% in multi-dimensional poverty

Seventy-seven percent of the population is considered to be living in multi-dimensional poverty. (<http://hdrstats.undp.org/en/countries/profiles/SLE.html>)

### richest 20% / 49% income

Income inequality is a large issue in the country where the richest 20% of the population share 49% of household income. ([http://www.unicef.org/infobycountry/sierraleone\\_statistics.html](http://www.unicef.org/infobycountry/sierraleone_statistics.html))

### 4% GDP for education

As of 2010 data, only 4% of GDP public expenditures are allocated to domestic education. ([http://www.unicef.org/infobycountry/sierraleone\\_statistics.html](http://www.unicef.org/infobycountry/sierraleone_statistics.html))

### 180 of 187 countries in education

According to the UN HDI, Sierra Leone ranks 180 of 187 on the educational development index. (<http://hdrstats.undp.org/en/indicators/103706.html>)

### avg 7.3 years of school

As of 2011, the expected years of schooling (for children) is 7.3 years. (<http://hdrstats.undp.org/en/countries/profiles/SLE.html>)

### life expectancy of 48

As of 2011, life expectancy is age 48. ([http://www.unicef.org/infobycountry/sierraleone\\_statistics.html](http://www.unicef.org/infobycountry/sierraleone_statistics.html))

### 3 | CORE PROGRAMMING

#### BUILDING AND RENOVATING SCHOOLS

“In 2011, 57 million primary school-age children were out of school.” – United Nations, Millennium Development Goals and Beyond 2015 Fact Sheet

One of the most significant barriers to education for school age children in low-income countries is access to and distribution of school buildings, particularly in the most socially and economically disadvantaged communities. Where school buildings exist, in rural and remote communities, they are usually very far and have significant infrastructural limitations, whereby they are in overall poor condition, built with mud bricks and thatched roof and without the basic amenities such as latrines.

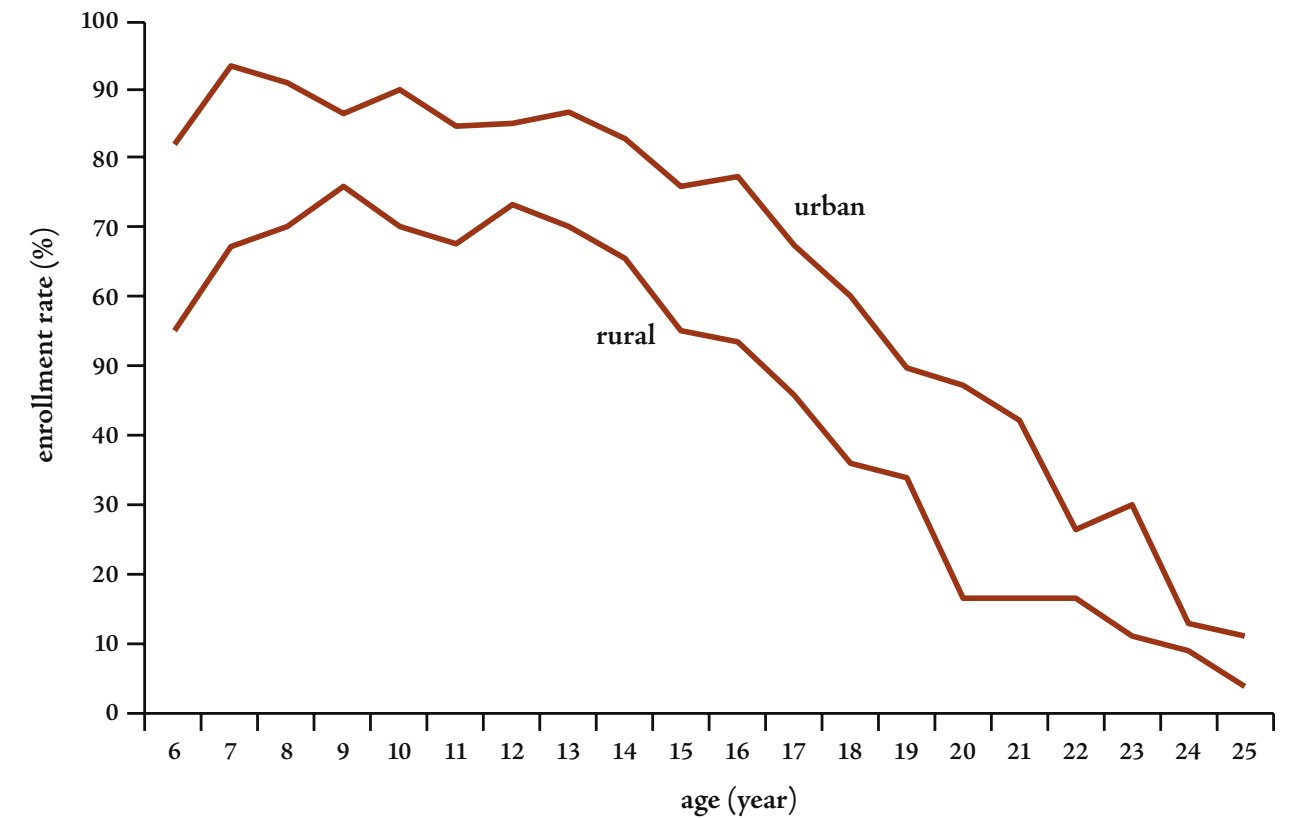
“The provision of sanitary facilities such as latrines and sources of clean drinking water is a concern in Sierra Leone, with about 30 percent of schools recently surveyed having no toilet.” (IRCBP 2004.)

The implications of access to and distribution of school buildings and the infrastructural limitations of existing school buildings are reduced primary enrollment rates of school-age children in remote and rural areas and increased inequity facing the most economically disadvantaged.

In Sierra Leone, households in rural communities have lower school enrollment rates compared to their urban counterparts at all age levels - see Figure 1.



FIGURE 1 Enrollment Rates by Age and Urban/Rural Locality, 2003/2004



Source: Sierra Leone Integrated Household Survey (SLIHS) 2003/2004

Note: The rates have been smoothed using 3-point rolling averages for age (equally weighted).

The Building and Renovating Schools program was developed to address the aforementioned need. The overall objective of this program is to expand access to and improve the infrastructural environment of school buildings in the most at-need communities in Africa, through the rehabilitation and construction of school buildings.

Starting with Sierra Leone, a country at a crossroads, Education for Hope is working in cooperation with the Ministry of Education, Science and Technology and continuously forming new partnerships with interested communities to provide the materials necessary to increase access to and improve the infrastructural environment of school buildings.

## SCHOOL SUPPLIES

While school fees at primary schools have been abolished in Sierra Leone, primary education still does not remain completely free. There are numerous unofficial fees that schools charge families in addition to hidden costs such as travel, uniforms, extracurricular activities, tutorials, exercise books, supplies, and the loss of work that the child may have done to support the family during school hours, which impact school enrollment rates.

In the Sierra Leone Integrated Household Survey, “economic difficulties,” is cited as one of the primary reasons why children do not attend school in Sierra Leone - see Table 1.

**TABLE 1** Community Perceptions on Why Children Do Not Attend School, 2003/2004 (percent)

Primary reason	Primary			JSS*		
	All	Urban	Rural	All	Urban	Rural
Economic difficulties	34	28	37	42	61	32
Parents do not care about children's education	31	40	27	8	11	7
School is too far away	13	7	17	37	11	51
School overcrowded/Not enough seats	6	4	7	1	0	1
Children are ill	4	5	4	0	0	0
Children are working	4	4	3	3	4	2
Children are incapable or do not like school	3	7	1	2	0	2
Other reason	4	5	3	8	13	5
Total	100	100	100	100	100	100

\*JSS, Junior and secondary school.  
Source: SLIHS 2003/2004

School supplies are considered a luxury and many parents cannot afford them due to lack of financial resources, causing their children to stay home and not attend school - see Table 2.

**TABLE 2** Distribution of Household Spending per Primary Education Pupil by Category, 2003/2004

Indicator	Tuition	Uniforms	Books	Transport	Food	Extra-curricular activities	Other	Total
Mean household spending in Leones (Le) \$1 = 4,300 Le	5,787	11,535	6,806	2,612	7,046	6,698	10,387	50,871
Percentage of total	11	23	13	5	14	13	20	100

Source: SLIHS 2003/2004

The school supplies program was established to address this need. The overall objective of this program is to reduce the barriers that adversely impact primary school enrollment and retention of primary-age students in Africa.

Starting in Sierra Leone, Education for Hope partners with primary schools to identify the most financially disadvantaged students to provide with supplies such as sport packs, pens, pencils, erasers, crayons, uniforms, etc.

By doing this, the financial burden placed on the most needy families is reduced.



Presentation of donated books and dictionaries to the Sierra Leone Central Library in Freetown

## BOOKS FOR LIBRARIES

In the context of developing countries, the limited financial capacity by national governments and donors has contributed to inadequate library facilities at best, and the absence of libraries at worst. Libraries play a key role in creating literate environments and promoting literacy by providing access to relevant print materials (Krolak 2005).

Furthermore, UNESCO states “the goal of Education also involves the development of literate societies in the developing world, and cannot be attained solely by providing quality learning materials to schools. If people are to stay literate, they must have access to a wide variety of written materials and continue the habit of reading in their adult lives” (UNESCO: Basic).

At the 2002 United Nations World Summit, the National Council for Science and Environment (NCSE) defined the role of libraries as:

1. Fostering collaborative partnerships,
2. Increasing community awareness, and
3. Directing the energies of library organizations in supporting sustainability

The role of libraries in developing countries is further solidified in research by SAFE that found the presence of libraries improved university level research output and increased the capacity of the local publishing industry (Africa only produces 2% of the world's books despite having 12% of the world's population).

The Books for Libraries Program was developed to provide needed books to libraries and educational institutions. The overall objective of this program is to improve access to print materials in Africa by using public libraries as access points and community-based centers.

Starting in Sierra Leone, Education for Hope partners with libraries to develop community needs assessments, which determine the best way to support libraries in creating literate environments for lifelong learning. This program is informed by policy recommendations from the “Education for All Global Monitoring Report: Literacy for Life.”

## 4 | 2013 HIGHLIGHTS AND ACHIEVEMENTS

Education for Hope (EFH) continues to employ strategic initiatives toward realizing our vision and getting our mission underway. While some of these steps and accomplishments may have been modest, all of them are crucial to our work and to strengthening the foundation on which we will build our future successes.

### SCHOOL SUPPLIES

#### Tumba Primary School

EFH continues to support the Tumba Primary School, its first constructed school. There has been an increase in enrollment since the school was completed, and children from surrounding villages also attend the school.

EFH donated sport packs each containing a dictionary, notebooks, and pencils to the 68 pupils and 3 teachers of the Tumba Primary School. The donation was well received and appreciated by the community. The EFH team informed the community elders that they need to continue to support the school and the teachers.



School children of Rotumba village receiving sport packs and school supplies

#### The National School for the Deaf

The National School for the Deaf was founded in 1965 by the Sierra Leone Society for the Deaf. It is a voluntary and non-governmental organization. This organization depends mainly on charity and has little support from the government. The school is non-residential and is located at Wilkinson Road, Freetown.

The aims and objectives of the school are to help the deaf children be part of the society in which they live and to have as normal a life as possible within the community, thereby encouraging them to use whatever little hearing they have in order to acquire language and education and have a vocation.

The school is a nonresidential coeducational special day school and includes preschool to Class 6 as well as a small vocational workshop for children who do not excel academically. Children are taught all subjects as in a regular school but with Sign Language and Speech included to meet their challenging needs. After 2 years of Class 6 work, they take the National Primary School Examination and go to the mainstream school to continue their secondary education (the teachers in the mainstream schools usually do not have expertise in teaching deaf children).

In Sierra Leone, deafness is one of the disabilities that is usually ignored or, rather, to which little or no attention is paid, while other disabilities are given maximum attention. Deafness in most cases is associated with other physical disabilities like lack of speech, brain injury, etc. Due to the invisibility of this disability, it is referred to as the unseen handicap, thus it creates less attention and interest, especially in Sierra Leone society. Most of the children are from poor homes and find themselves plagued with many problems over the years.

The National School for the Deaf is faced with many challenges including a lack of school materials. On Tuesday, December 11, 2013, EFH donated 50 sport packs, each containing a dictionary, notebooks, and pencils, to girls at the National School for the Deaf. The staff and girls were very grateful and appreciative of the donation and kindly asked the EFH team to consider them for future donations.



School children of the National School for the Deaf receiving sport packs and school supplies

### BOOKS FOR LIBRARIES



Dictionaries donated by the Dictionary Project

#### Sierra Leone Library Board

EFH continues its partnership with the Sierra Leone Library Board (SLLB). EFH presented the dictionaries donated by the Dictionary Project as well as fiction and nonfiction books to the Chief Librarian of the Sierra Leone Library, Mr. Salieu Turay, to seven primary schools, and to the Peace Corps. The SLLB will distribute these dictionaries to libraries across the country, the Peace Corps will give the dictionaries to their volunteers to be used in the various schools where they teach, and the primary schools will make these dictionaries accessible to their pupils.

### ADVOCACY

#### Ministry of Education, Science, and Technology

The EFH management team presented its 2012 annual report to the Hon. Osmond Hanciles, Deputy Minister 1, Ministry of Education, Science, and Technology (MEST), Sierra Leone. After the presentation, the EFH team had a meaningful discussion with the Minister and will be working closely with MEST as we develop and implement programs across the country.

## Sierra Leone Association of Non-Governmental Organizations (SLANGO)

The EFH Executive Director and its Sierra Leone National Coordinator met with and presented its annual report to the Director of SLANGO, the governing body of all Non-Governmental Organizations in Sierra Leone. EFH has fulfilled all the registration requirements and is now a registered and certified nonprofit organization in Sierra Leone. Therefore, EFH is certified to perform work in health and educational sectors in Sierra Leone. The EFH team had a healthy discussion with the director and plans to collaborate on initiatives.

## Sierra Leone Library Board

The EFH team met with the Chief Librarian, Mr. Salieu Turay of the Sierra Library Board (SLLB) and discussed ways in which EFH will continue to work and support the SLLB. Mr. Turay gave the EFH management team a tour of the central library. The central library is undergoing major improvements—installation of air conditioning and localized Wi-Fi, repainting of the entire structure, digital archiving of publications, and installation of new furniture. The EFH team was very pleased with the continuous improvement of the central library and of libraries across the country and pledged to continue its partnership and support of SLLB initiatives and projects.



EFH Executive Director, Momodu W. Jalloh and Chief Librarian, Mr. Salieu Turay touring the computer lab

## SIERRA LEONE OPERATION

EFH completed all registration requirements as a local Non-Governmental Organization (NGO) in Sierra Leone and is recognized by the government of Sierra Leone with the authority to implement programs in the areas on health and education. This gives the organization the ability to leverage, solicit resources, and engage in partnership and collaborative efforts with International and local NGOs, corporations, and government and non-governmental entities.

## FUND-RAISING EVENT

Funding is key to the success and sustainability of our operation. Without financial resources we will not be able to run our programs and achieve our goals. We continue to explore various funding streams to raise funds to support our work. We hosted a fund-raising event at Policy restaurant and lounge in Washington, DC, to bring awareness to our cause and build relationships with our donors and supporters, and to publicly acknowledge them for their support.

The event was well attended and we were grateful to have family, friends, and supporters join us for an evening of fun. We met our objective and raised funds to start the Three Communities Primary School project in Rogbomtama village in Sierra Leone.



Fund-raising event at Policy Restaurant in Washington, DC; Dr. and Mrs. Chernor Wurie

## 5 | FINANCIAL OVERVIEW

EFH continues to demonstrate a resolve that is deeply rooted in the passion to make a positive influence in West African communities that have a dire need for formal elementary education. In 2013 our revenues grew by 29 percent to \$9,034. Unrestricted donations continue to make the largest contribution toward our revenues. We are most grateful to our individual donors who visited the EFH website to make donations by credit card, and those who attended our fund-raisers during the year and offered their financial support. Such generosity is the basis for success in what we do. We are projected to raise \$35,000 in 2014. This is an ambitious goal that is necessary to accomplish our next elementary school project at Rogbomtama, Port Loko District, Koya Chiefdom, Sierra Leone. This project is a strategic imperative aimed at serving two other villages in close proximity to Rogbomtama (Mabane and Manama). The Rogbomtama School Project is a six-block structure that is scheduled to be completed over three phases:

**Phase 1** - site clearing, excavation, and foundation - \$8,000.00.

**Phase 2** - substructure, brickwork, beams, and roofing - \$20,000.00.

**Phase 3** - finishing, floors, walls, ceiling, chalkboard, doors, shelves, etc. - \$7,000.00.

Phase 1 is already underway with half of its cost spent in December 2013. Our chances of completing the other two phases in 2014 depend on our ability to raise the needed funds.

We are hopeful that our results inspire new donors to join our efforts to do the most good in elementary education in West Africa.

**TABLE 3 STATEMENT OF POSITION AS OF DECEMBER 31, 2013**

ASSETS	DEC 31, 2013	DEC 31, 2012
Current Assets		
Checking/Savings		
Wells Fargo Bank	\$814.46	\$1,609.38
Accrued Donations	\$804.99	\$0.00
<b>Total Assets</b>	<b>\$1,619.45</b>	<b>\$1,609.38</b>
<b>LIABILITIES &amp; EQUITY</b>	<b>DEC 31, 2013</b>	<b>DEC 31, 2012</b>
Equity		
Retained Earnings	\$1,609.38	\$804.31
Increase in Assets	\$10.07	\$805.07
<b>Total Equity</b>	<b>\$1,619.45</b>	<b>\$1,609.38</b>
<b>Total Liabilities &amp; Equity</b>	<b>\$1,619.45</b>	<b>\$1,609.38</b>



**TABLE 4 STATEMENT OF ACTIVITIES FROM JANUARY THROUGH DECEMBER, 2013**

ORDINARY INCOME/EXPENSE	JAN - DEC 2013	JAN - DEC 2012
<b>Income</b>		
Donations in Kind	\$1,956.00	\$1,130.46
Unrestricted Donations	\$5,786.47	\$5,613.59
Fund-Raisers	\$1,292.00	\$282.23
<b>Total Income</b>	<b>\$9,034.47</b>	<b>\$7,026.28</b>
<b>Expense</b>		
Program Expense <sup>1</sup>	\$5,227.19	\$2,889.43
Sport Pack Donations	\$470.05	\$480.46
Books for Libraries Program <sup>2</sup>	\$400.00	—
Stipends	\$600.00	—
Business Registration Fees	\$625.00	\$26.00
Postage, Mailing Service	\$79.33	\$50.90
Supplies	\$42.68	\$265.28
Accounting Fees <sup>3</sup>	\$500.17	\$500.00
Marketing and Advertising <sup>4</sup>	\$412.24	\$1,497.05
Fund-Raising-Related Expense <sup>5</sup>	\$122.66	\$160.00
Internet Fees <sup>6</sup>	\$528.24	\$333.76
Lunch / Dinner	\$16.84	\$18.33
<b>Total Expenses</b>	<b>\$9,024.40</b>	<b>\$6,221.21</b>
<b>Net Increase in Assets</b>	<b>\$10.07</b>	<b>\$805.07</b>

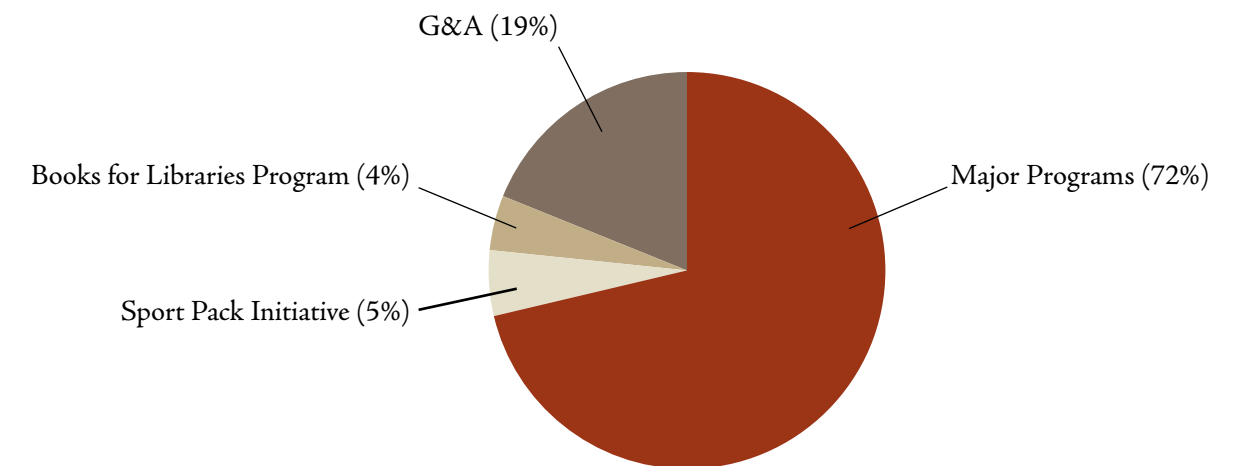
**NOTES**

1. The bulk of Program Expense (\$3,000.00) in 2013 represents the first installment to start Phase 1 of the Rogbomtama project. The Rogbomtama six-block school project costs of \$35,000.00 are to be applied over three phases in 2 years through 2015. Program Expense in 2012 was for the completion of Rotumba School Project.
2. The Books for Libraries Program donation in 2013 represents the cost of 40 cases of dictionaries that were shipped to Freetown and distributed through the national library system and select schools.
3. The cost of annual tax preparation is the bulk of Accounting Fees shown.
4. Marketing and Advertising covers the cost of development and publication of EFH's annual reports.
5. Fund-Raising-Related expenses consist of an assortment of expenses incurred in the course of special events such as the event at Policy restaurant in Washington, DC, in 2013.
6. Internet Fees represents the processing of online donations by PayPal.

\* EFH is now registered in Sierra Leone as a non-government organization (NGO). General and administrative indirect cost allocation rate is 19%.

**TABLE 5 EXPENSES BY CATEGORY**

EXPENSE CATEGORY	AMOUNT
Major Programs	\$6,452
Sport Pack Initiative	\$470
Books for Libraries Program	\$400
General and Administrative (G&A)	\$1,702
<b>Total Expenses</b>	<b>\$9,024</b>

**FIGURE 2 PERCENTAGE OF EXPENSES BY CATEGORY****TABLE 6 STATEMENT OF CASH FLOWS FOR YEAR ENDED DECEMBER 31, 2013**

CASH FLOWS FROM OPERATING ACTIVITIES	DEC 31, 2013	DEC 31, 2012
Net Increase in Assets	\$10.07	\$805.07
Accrued Donations	-\$804.99	\$0.00
Cash at the Beginning of the Year	1,609.38	\$5,613.59
<b>Cash at the End of the Year</b>	<b>\$814.46</b>	<b>\$1,609.38</b>

## 6 | 2014 PROJECT

### THE THREE COMMUNITIES PRIMARY SCHOOL

We are constructing a primary school in Rogbomtama village in Sierra Leone. The school is a nine-room structure with six classrooms, an office, a library, and a storage facility.

On Saturday, December 15, 2013, EFH broke ground on the Three Communities Primary School project. It was very exciting to see the elders, men, women, and children who showed up and participated in this groundbreaking event—a total community effort. The women fetched and carried water and the men were actively involved in mixing and carrying concrete, sticks, stones, and cement, and laying out the foundation, while the elders assisted in many ways—preparing food and serving drinking water to the workers.

These communities are located in the Port Loko district, Koya Chiefdom, Sierra Leone, and do not have a functioning school; therefore, the children do not attend school. Ninety-five percent of the residents are illiterate. Despite their circumstances, they understand the value of education and want their children to be able to read and write and lead a better life. There are approximately 95 school-age children (50 boys and 45 girls) who live in these communities. The residents of these communities rely on fishing and farming for their livelihood.

Initially, we planned to construct the primary school solely to benefit the children in Rogbomtama village, but the elders of the village informed us that the surrounding communities do not have a school as well. Therefore, they invited the elders of those communities to discuss the possibility of building one school to be accessed by all the children in the surrounding areas. At the meeting, they agreed to pull their limited resources together and chose a location to construct the school that is accessible to all.

The Three Communities residents are very excited and hopeful and look forward to the completion of their first-ever primary school to give their children the ability to read and write and thus chart their own destiny. Under the co-investment approach, the communities provided the land, stones, sticks, unskilled labor, and additional resources to ensure the success of the project.



EFH Architect and Contractor, Mr. Sam King, Executive Director of Architectural & Construction Services



Groundbreaking ceremony: Rogbomtama Headman Obia and Mr. Suliaman Bah, Sierra Leone Acting Director of Public Prosecutions



## 7 | 2014 GOALS AND OBJECTIVES

- Complete Phase II of the Three Communities Primary school project
- Develop a comprehensive fund-raising and marketing plan
- Continue to foster a framework for the EFH Board and organization development
- Establish EFH Board committees and an annual EFH Board retreat program
- Leverage technology use to further our mission
- Develop EFH Board of Director roles and responsibilities and job descriptions for EFH management staff
- Explore and develop partnerships with governmental and non-governmental organization that share our vision
- Establish a social media strategy
- Forge a sustainable partnership with the Sierra Leone embassy in the United States
- Develop a comprehensive human resource management plan

## 8 | PARTNERS AND DONORS

Without our partners, donors and supporters, we would not have accomplished our 2013 goals and objectives. With your support and donations, we were able to break ground on the Three Communities Primary School project in Sierra Leone and distributed supplies to various schools. We also donated 40 cases of dictionaries through the Sierra Leone Library Board to regional libraries. Various schools and the Sierra Leone Peace Corps were also recipients of our dictionary program. Thank you for your donations! People like you make it easy for us to continue to give hope to the children of Sierra Leone, knowing that there is a brighter day ahead.

### PARTNERS

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Sierra Leone Ministry of Education Science and Technology

Rogbomtama, Mabane, and Manama Communities, Port Loko District, Koya Chiefdom, Sierra Leone

Sierra Leone Library Board

Google for nonprofits (<http://www.google.com/nonprofits/>)

American University

The Peace Corps

Sierra Leone Association for Non-Governmental Organization

### DONORS

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Dr. Sharon Baksh

Susan Baksh-Petway

Mr. and Mrs. Paul Brinkman

Daryl Brown

Dr. Jindra Cekan

Wilveta Clark

Mrs. Adeline Cleveland

Jacqueline Davies

Sylvanus Davies

Lango Deen

Cyrus Demby

The Dictionary Project

Larry Higgs

Home Fit Pro  
([www.homefitpro.com](http://www.homefitpro.com))

Mr. and Mrs. Idrissa Kamara

Mr. and Mrs. Momodu Jalloh

The Lewis Family Foundation

Mrs. Lanee Lyte

Dr. Pearl Maxwell

Timothy Minor

Mr. and Mrs. Namon Mitchell

Mizizi Naturals  
([www.mizizinaturnals.com](http://www.mizizinaturnals.com))

Abdul Hakim Mustapha

Mrs. Rachel Ndungu

Enow Nseymanu

Policy Restaurant & Lounge –  
Washington, DC

Mr. and Mrs. Jon Raedeke

Mrs. Regina Sawyer

Mr. and Mrs. Tom Scibek

Patricia Scott

Mrs. Sarrah Sesay

Mr. and Mrs. Christian Smith

Veronica Speight

Christine Stout

Uber ([www.uber.com](http://www.uber.com))

Dr. Deloris Vaughn

Roland Whitehurst

Dr. and Mrs. Chernor Wurie

## 9 | LEADERSHIP TEAM

Our leadership team has been exceptional. Everyone in the organization is involved with the day-to-day operations in one way or another. These leaders continue to perform their functions with the utmost respect and highest integrity in the volunteer capacity in which they serve.

We believe in transparency and accountability and stay true to these values. All information about our organization can be found at our website. Each and every donor dollar has been tracked and accounted for, and its direct relevance to our mission is evident in our accomplishments.

### 9.1 BOARD OF DIRECTORS

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Dr. Sharon Baksh



Paul Brinkman



Dr. Jindra Cekan



Sylvanus Davies



Larry Higgs



Idrissa Kamara



Wusu Kargbo



Dr. Pearl Maxwell



Dr. Susan Shepler



Bariatu Smith



Dr. Deloris Vaughn

### 9.2 MANAGEMENT TEAM

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Virginia Bourgeois



Aminata Jalloh



Ibrahim Jalloh



Momodu Jalloh



Jon Raedeke



Jerry Sevalie



Jonelle Williams

### 9.3 INTERNS

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Odinaka Onovo



Nakiya Pitts

## 10 | HOW YOU CAN HELP

### DONATIONS

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Every contribution that you make brings hope to a child in Sierra Leone, and helps us break the cycle of poverty.

**\$35,000** gift builds a 6-classroom school structure, an office, storage, a library, and 6 stall toilets in rural areas.

**\$1,500** gift buys 30 tables and 30 chairs for a primary school.

**\$1,000** gift buys over 200 prescribed textbooks.

**\$100** gift provides yearly tuition for a child.

**\$50** gift buys a sport pack and supplies for a child.

You can host small fund-raising parties and set your own financial goal.

### VOLUNTEER

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You can volunteer your time and resources by assisting with coordinating and executing many administrative functions, such as fund-raising initiatives, administrative tasks, logistics, communication and public relations, research, grant and proposal writing, and program development. For example:

Volunteer to speak at events.

Support us by attending our functions and activities.

### SHARE

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You can share what you learn about our cause and the children of Sierra Leone with others.

You can be an advocate in your personal and professional network.

All donations are tax-deductible.

## CONNECT WITH US



Join us on Facebook: [www.facebook.com/educationforhope](http://www.facebook.com/educationforhope)



Follow us on Twitter: [@edforhope](https://twitter.com/edforhope)



Visit our website: [www.educationforhope.org](http://www.educationforhope.org)



Send us an email: [info@educationforhope.org](mailto:info@educationforhope.org)



Contact us via phone: 703-577-8090



Mailing Address:

Education for Hope

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