

GBAKAMA FOUNDATION – SIERRA LEONEN

PROGRESS REPORT 2008/2009 ACADEMIC YEAR

Report on the performance of the primary school pupils given educational assistance in four districts (Kono, Kenema, Kailahun and Bo) in the Republic of Sierra Leone, West Africa.

The table below provides detailed information about the pupils who benefited from the educational assistant given in the academic year 2008/2009.

District	Town/chiefdom	School/agency	Name of pupil	Sex	Class	Age	Grade	Position	remark
Kono	Bamba Town, Sao Chiefdom	Kono District Education Committee (Kono Educational Committee)	Sia Finoh	F	4	12	50	4 th	Pass
	Bama Twon Sao Chiefdom	Kono District Education Committee (Kono Educational Committee)	Yei Robert	F	3	10	54	8 th	Pass
	Kainkiodu Town, sandor Chiefdom	Roman Cathloic Primary R.C Mission	Fea Mbayeh	F	4	10	50	Nil	Pass
	Kayima Town, Sandor Chiefdom	United Methodist Church Primary (UMC Mission)	Solomon Morsay	M	2	8	52	22 nd	Pass
	Waida Town, sandor Chiefdom	Roman Cathloic Primary R.C Mission	Abu Kamara	M	1	8	46	-	Trial pass
	Waida Town, sandor Chiefdom	Roman Cathloic Primary R.C Mission	Sahr Sourie	M	1	8	73	5 th	Pass
Kono	Kensey Town Tankoro	R.C Kensey Roman Cathloic Primary R.C Mission	Yie Sandi	F	6	13	Awaiting National Primary School Result		,
Kenema	Jormu-Kafeibru Town	Roman Cathloic	Mamaie Dauda	F	5	12	70	1 st	Pass

		Primary R.C Mission							
	Combema Town	National Islamic Primary (Islamic Mission)	Amie Samuel George	F	2	8	60	-	Pass
Kailahun	Kpanguma Town	Kailahun District Council Primary District Council)	Kula	F	2	10	58	6 th	Pass
	Kpanguma Town,	Kailahun District Council Primary District Council)	Fatmata Allieu	F	3	8	43	17 th	Trial pass
Bo	Jembe Town,	Islamic Call Society Primary (I.C.S Mission)	Alfred Moril	M	4	9	27	38 th	Fail

COMMENTS

Generally, the performance of the pupils was fairly good. Only one pupil did not do well due to lack of proper care and concern over the education of the pupil by the guardian. According to field report he was not regular in school. However, court actions were taken by the councilor against the mother as she was, if the support continues and extended to other areas it will be much welcomed and appreciated. The support was a big relieve and assistance to the parents and guardians of the vulnerable pupils who benefited. Therefore it is absolutely necessary to open up the programme and include more vulnerable pupils in other parts of the country.

CONSTRAINTS

As a new programme just beginning at the pilot stage many constraints were encountered. No serious supervision and monitoring was done, in the institutions targeted in order to follow-up and assess the progress and living standard of the pupils in school.

The major constraints have been lack of mobility. Presently there is only one motorbike serving the entire programme in and out of Kono district. This cannot encourage effective and efficient operation of the programme activities in the district. The pressure for office accommodation is another big constraint. There is much pressure on the programme management team for the rentage of two rooms apartment

hired to set-up and plan the programme activities. For the programme to operate well in this pilot phase these two constraints need to be addressed immediately.

Faithfully submitted by

The Programme Management Team,
Kono District, Sierra Leone, West Africa

APPEAL FROM PARENTS, GUARDIAN, TEACHERS AND PUPILS

During the vulnerable assessment survey and the presentation of the educational assistance support, the following appeals were made:

1. Many parents appealed for the extension of the programme to cater for and support more vulnerable pupils, according to them many children drop out of school, or even do not attend school in the rural areas because of abject poverty which make most parents and guardians unable to educate their children.
2. Some guardians believe that most children entrusted to guardians do not well in school due to heavy child labour that those children are exposed to only to get livelihood. They therefore appeal to GFC management to make special arrangement for the proper care of such children. They strongly suggested the establishment of orphanage and educational centre for disadvantaged children.
3. Some facilities for parents and guardians of the vulnerable children identified so as to get the means of properly caring for them and maintaining them in school.
4. As majority of the teachers in the primary schools are untrained and unqualified they appealed for training workshop facilities and opportunities that should enable them improve their educational standard and teaching techniques and methods.
5. Many of the pupils appealed for more learning materials, uniform, school garden supports to provide food for them whilst in school, and second hand clothing as many do not have extra clothing to use at home.