

# Elizabeth Legacy of Hope

**NOVEMBER 2021 - AUGUST 2022**

# REPORT

**PREPARED BY**

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# ELOH Liberia



## Introduction

This report highlights the achievements and activities carried out during the November 2021 to August 23, 2022 implementation of the ELOH project. It provides a brief overview of progress made, observations, and challenges encountered in carrying out activities during the reporting period. As a result, it also makes recommendations to guide and keep the project on track, ensuring that its goal is met.

## Background

People with disabilities are frequently marginalized, stigmatized, and excluded from education, skill training, and employment opportunities. Because they have a limited political and social voice, their issues are not addressed in national policies, particularly poverty reduction initiatives, causing their living conditions to deteriorate in a "vicious cycle."

Due to the devastating civil war that ended in 2003 and the Ebola outbreak in 2014, the Swedish International Development Cooperation Agency (SIDA) estimated in 2014 that the population of people with disabilities in Liberia is likely closer to 20%. People with disabilities rely on street begging, and many of their kids kept home from school so they can accompany them while they begged.



# WHAT THE NEEDS ARE

Elizabeth Legacy of Hope has recognized that thousands of amputees around the world do not receive the assistance they require and have little access to high-quality care and support. As a result, they face life-threatening infections, lack access to education, and are socially isolated. ELoH assists some of the most vulnerable child amputees in Liberia. We promote physical and social mobility for our beneficiaries by providing new limbs, surgery, and physiotherapy, as well as educational, psychological, and livelihood support. We believe that all child amputees deserve to live a happy and healthy life.

## INTERVENTION AND ACHIEVEMENTS EDUCATION

The Elizabeth Legacy of Hope Foundation is critical to the educational advancement of young Liberian amputees. The project in Liberia does not only give hope to out-of-school amputee children but also to parents who believed their children would never be able to attend school because of a lack of funds. More than 55 young amputees have received educational support from the ELOH project since its inception. 15 young amputees are currently receiving assistance from ELOH. We enrolled 14 students in 13 different schools, ranging from primary to secondary school. All of the students were advanced to the next grade level.

The fact that we have successfully completed the 2021–2022 academic year makes us happy. We are ecstatic about how fifteen amputee children in Liberia are receiving quality education, thanks to our donors and partners. Like Moses Nuah, who is the first member of his family to attend school, majority of the students in our program are first-generation students. Disability-related students frequently fall behind their peers and are never given the chance to attend school.

# TEXT BOOKS SUPPLIES FOR STUDENTS

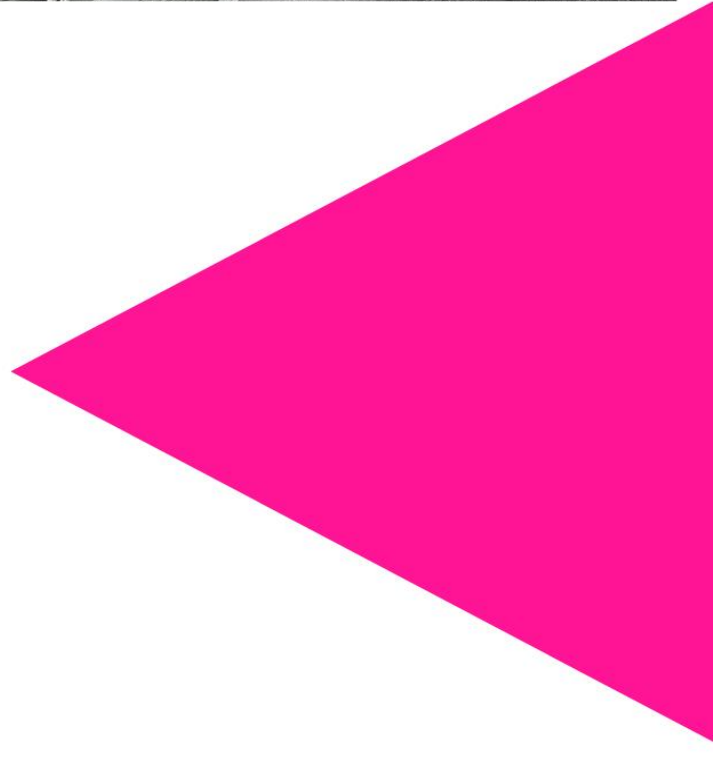
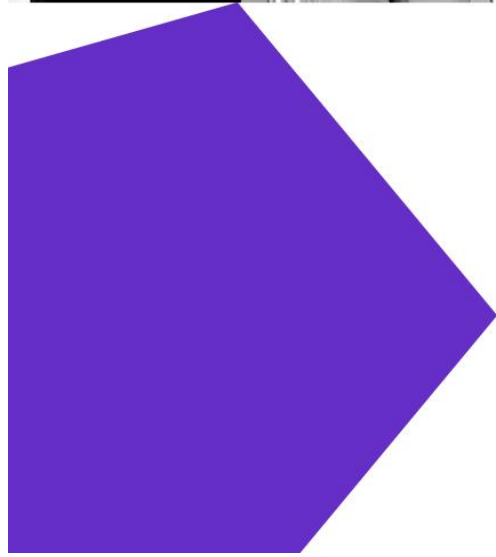
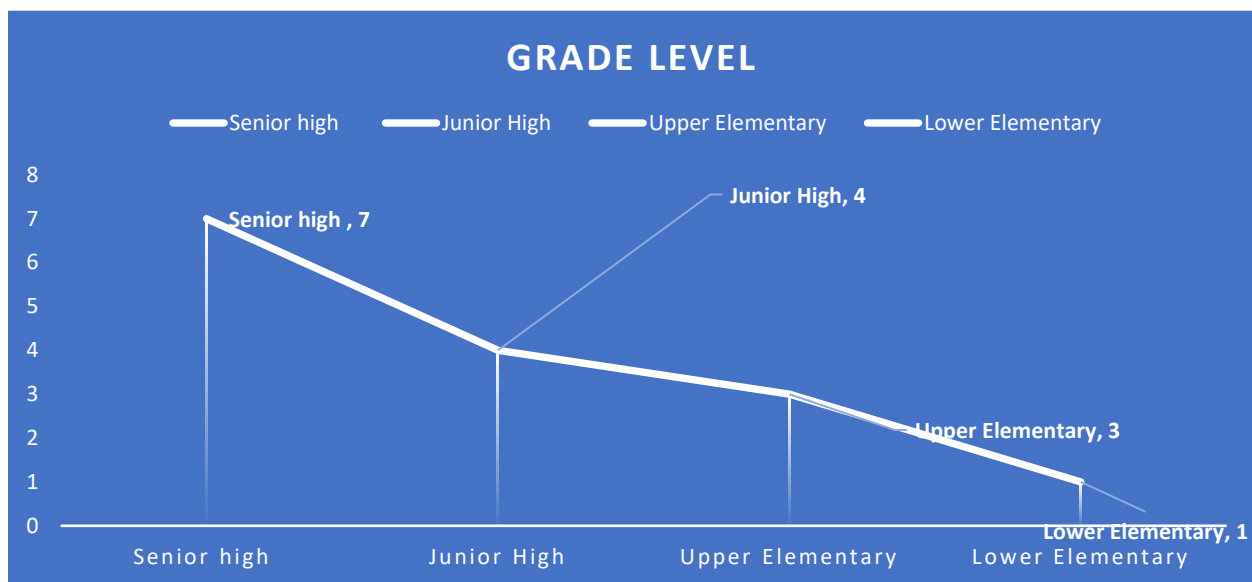


Figure 1: Students per grade level.

No	Level	Number of students	Years expected to be on the program
1	Senior high (10 <sup>th</sup> – 12 <sup>th</sup> Grade)	7 Students	2 years
2	Junior High (7 <sup>th</sup> – 9 <sup>th</sup> Grade)	3 students	5years
3	Upper Elementary (4 <sup>th</sup> – 6 <sup>th</sup> Grade)	3 students	7 years
4	Lower Elementary (Grade 1 – Grade 3)	1 student	12 years

Two of our students have advanced to Grade 12, five have advanced to Grade 11, and one has been promoted to Grade 9. Two students are promoted to Grade 8, one to Grade 6, another to Grade 5, and one to Grade 4, while one student is promoted to Grade 1.



## Students Meeting

When a teenage girl becomes pregnant, her life is turned upside down. She is forced to withdraw from school due to shame and stigma, as well as bullying and harassment. When she has the option to return nine months later, she finds herself in the same hostile environment. In order to stem school drop-out rates, the issue of teenage pregnancy needs to be addressed. The purpose our first group meeting, was to inform all of the teenage beneficiaries about the risks of unprepared sex and teenage pregnancy. It is important to ensure that students know how to take precautions against pregnancy and sexually transmitted diseases. We are particular about helping students focused on their studies, developed the habit of abstinence, and gained knowledge about STDs.



Since there was a significant increase in human trafficking in March of this year, we felt it was important to inform our students about how susceptible they are to becoming victims of trafficking. Our second meeting focused on the need for child trafficking education, which included teaching participants how to spot the signs of a situation involving child trafficking, notify local law enforcement, and stop it. In this meeting, we also discussed rape and how kids can defend themselves from offenders.



## Health

During the period under review, we achieve the below items.

- Samuel and Angie receive medical treatments for wound healing
- Geronimo, Moses, Abednego, Ezekiel and Asatta receives Hand grips, crutch Feet caps, crutch underarm pads.
- We also produce new Prosthesis for Samuel; Angie Myers new limb is being developed.



## Psychosocial Counselling for Amputees

Amputation implies not only a physical injury, but also long-term, violent stress, and traumatic experience. This experience affects both the victim and the victim's parents; as a result, ELOH collaborates with the child protection officer at World Hope International to provide psychosocial counseling to protect and improve our beneficiaries' physical and mental health. Sadness, anger, constant crying, hopelessness, anxiety, and a loss of self-confidence are among the psychosocial issues observed in students' amputees. The psychosocial counselor meets with each student one on one to hear their stories, either from their parents or from the child themselves. In her role the counselor monitor and evaluate the psychological state of child amputee, use effective communication skills and establish therapeutic relationships with them.



### Child amputee Ambassador

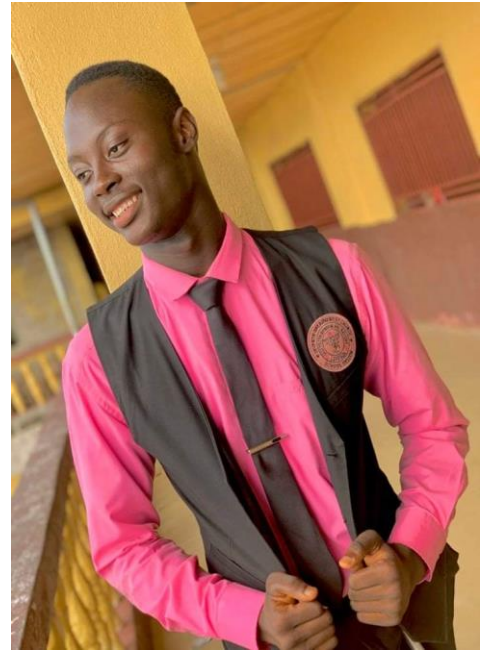
All of Ezekiel Tamba's body parts were present when he was born, and as a young child, he felt the fleeting love of both of his parents. He lost his father early, so he never knew who his father was. While Ezekiel was playing one morning and Ezekiel's mother was still grieving the loss of her husband, Ezekiel's leg got caught in a cross-iron bar that was set up outside the house and used to hang clothes.

She initially failed to recognize the severity of the accident's causality. With the little money she had amassed from sympathizers, she attempted to treat the leg, but it was unsuccessful. She was aware that her son's leg was in danger at this point. Ezekiel and his single mother started a new way of life when his leg was ultimately amputated. Until ELOH stepped in, Ezekiel's mother was unable to continue supporting his education after his recovery.



“I wasn't born with a missing limb, but I had to accept that fact about myself after the accident. I believe that having one of my legs amputated has made me faster in my movement. I can do everything I want and I'm proud to say that having one of my legs amputated has not limited me in any way. Things I am unable to do, I believe, were not meant for me to do”.

Ezekiel Tamba



We are extremely proud of Ezekiel's accomplishments; he completes high school and we wish him the best of luck in the future. His professional goal is to work as a brain surgeon.

### Challenges

ELOH is passionate about its sponsorship to child amputee but limited by funding to expand the program on a wider scope. Today's workforce is ever-evolving, demanding a higher level of agility and innovation from institutions that are preparing young people for their transition. 90% of the high schools in Liberia have Limited capacity – innovation, skills, knowledge and resources, and adequate learning opportunities for students. Traditionally, a college degree, or essential hard skills are required to obtain a job. Sadly, our students lack essential hard skills needed for employment and they are still vulnerable.

- Lack of technical skills: student amputees do not have access to any kind of job-skills training, employment opportunities, or sources of income.
- Education discontinuation: Students who aren't able to obtain a scholarship do not make it to college, and their only educational experience will be what they learn in high school.



## **Recommendation**

I propose that we provide child amputees with livelihood and skill training in order to improve their employability after they complete secondary school. As child amputees' complete secondary school, it is worthwhile to assess the priority skills that could be rethought and adapted to ensure greater resilience and realistic impact. Although secondary education is necessary for a student's development, a lack of vocational training or college education remains a challenge in terms of achieving long-term impact. Vocational education and training are required because they will assist our students in gaining the necessary realistic skills, knowledge, and understanding for employment in various fields of interest to them.

I also recommend more students get together activities to help them overcome fears, make new friends, gain public speaking skills and aid them in their social development outside the classroom.

God bless!