



18

2023
QUARTER 1
REPORT

18



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From the Executive Director

I met someone at a conference, and I could tell he was not impressed with our work. So, you train teachers that are already certified? I grinned and nodded to his dismay. He changed the subject to avoid offending me, but I blurted out a series of questions...

Have you ever had 120 students in any of your classes? No, he said. If your teacher admits ignorance of the subject, what will you do? Walk out, he responded. Do you know that where I come from nine students share a textbook? He asked, how do they learn?

Our students cannot walk out if a teacher shows no competence – there's just no other options. This is why our work is important.

We provide hands-on, relevant skills to in-service teachers so that they are effective in their service responding to overcrowded classes, absence of teaching and learning aids, and zero professional development support.

We reach over 5,000 teachers in 252 primary schools in six districts. Three districts have moved up in performance since they have been part of our program.

I hope you will spare a few to appreciate our work in this quarterly update.

God bless you!

Willie Mpasuka
EXECUTIVE DIRECTOR





ABOUT

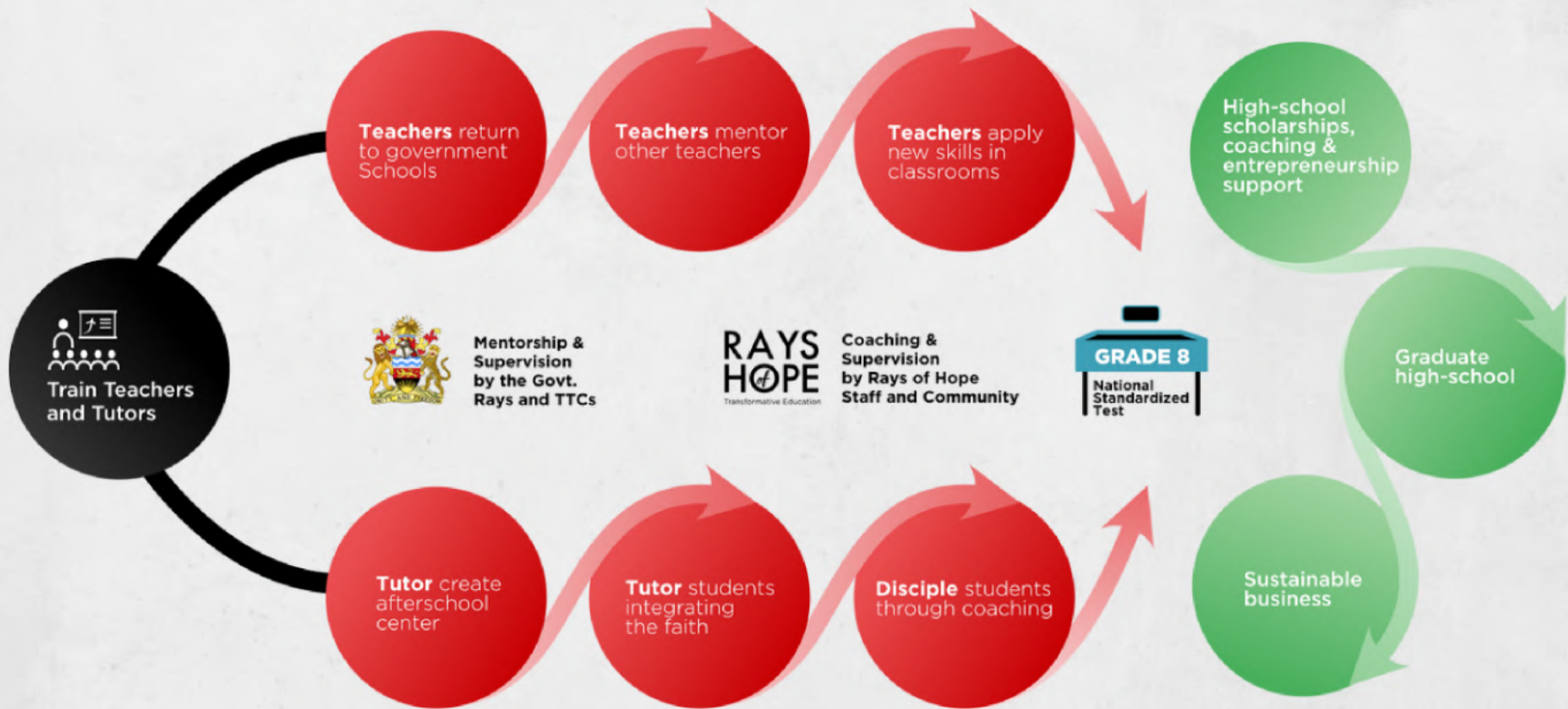
OUR VISION

Every child and youth has access to a transformative education.

Rays of Hope exists to transform Malawi by equipping teachers and educate children in public schools. Our program areas are teacher training, remedial lessons, provision of bursaries/scholarships, and we run an excellent high-school for children from disadvantaged backgrounds.

We strive to nurture children and youth and empower them with abilities essential for life management, academic excellence, spiritual development to become leaders in their society.

We use a transformative education model to build teachers' capacity, support learners, and provide financial inclusion solutions to youth for a productive life.



Our Model

APPROACH / GOALS

ACADEMIC INNOVATION

Train 8,000 teachers in 7 education districts to reduce teachers' technical gaps.

Run after-school programs across 12 primary schools in Blantyre district and work with 1500 children.

Maintain 95% primary school completion rate among the 12 targeted primary schools in Blantyre.

ACADEMIC INCLUSION

Provide 380 secondary scholarships to needy students

Run coaching and mentoring activities with 300 students

Achieve 90% pass rate at grades 10 and 12 national examinations

ECONOMIC INTEGRATION

Expose 200 youth to entrepreneurship opportunities

Provide capital to 10 innovative enterprise ideas from ideation to an actual business

Incubate 5 youth business groups



MILESTONES

What we have achieved



1000+
learners fed and
tutored



3000+
teachers trained in various teaching
methodologies for numeracy and
literacy gains



300
Scholarships
disbursed



250
students
mentored



27
youths identified
for vocational
training



2 Youth business
groups incubated.



ACADEMIC INNOVATION

THINKING DIFFERENTLY TO PROVIDE EDUCATION

- TUTORING
- TEACHER TRAINING

CONTEXT

Only 10% of children achieve reading proficiency by the age of 10! It is obvious that our education system is disintegrated, and learners remain the biggest losers. Academic Innovation Program employs different ways of making sure learners achieve literacy and numeracy proficiency at the right age in public schools.

THE GOAL

TO INCREASE THE COMPLETION RATE IN PRIMARY SCHOOL



220K ←

STUDENTS SERVED



100%

**of learner scored above
average in all subjects**



Tutoring

Our team committed to ensure every student scores above average in all subjects. We designed our activities to shape the character of learners so that they are responsible for their education through the integration of faith. Despite the interference of cholera and Cyclone Freddy, our team conducted remedial classes to learners. Other core activities that we carried out during the period include:

- **Tutor Recruitment/Training**

Amidst the Cholera Outbreak and Cyclone Freddy, we continued to structure and strengthen our workforce. We recruited and drilled new tutors to prepare them for service when learners return to school. Our tutors went through technical tutoring training including awareness of child safeguarding, and Inclusion policies. We try our best to make sure all children are safe and gain the utmost from our tutoring initiative. On that note, 80% of tutors have demonstrated improved skills in lesson planning and delivery serving 1,200 students.

- **Talent Explosion**


All camps are encouraged to conduct games and creative as a platform to showcase their talents. We believe these platforms evoke interest among children and help them discover their gifts. In this quarter, we explored making bags, and fixing torn garments using needles, and the girls are able to make sanitary clothing by themselves.

- **Cyclone Freddy**

In March, the southern region of Malawi experienced a devastating storm caused by Cyclone Freddy. The storm lasted for two weeks resulting in floods and landslides. Many families lost their loved ones and property. During this period the team conducted home visits and reported over 1500 people were affected including our program participants. In response to the tragedy, Rays of Hope mobilized food supplies (Maize flour, Beans, Soya pieces, Salt, Sugar, and cooking oil) to relieve the affected families during the recovery period. We continue to provide recovery relief items to our students. Thanks to all who supported these efforts, we still covet your prayers.

- **Discipleship Moment**

Cyclone Freddy opened doors for us to witness Christ to our learners. The majority of them lost hope, some students were nursing loses of close family members, and others thought God does not care. God's word became a reliable cushion as they were going through this moment of despair. Many of the students continue to explore the intersection of God and suffering.



Students across all tutoring camps scored above average in term one. The Term two results are not yet finalized due to the emergency school breaks that were caused by Cyclone. Participant numbers started slowly with an average of 500 learners across all the camps, but now we are back to our normal numbers.

Teaching at the Right Level (Pilot Program)

Teaching at the right level (TaRL) is an approach that aims to build foundational skills in math and reading for all children before exiting primary school. At the instructional level, the approach works by assessing children's learning levels using a simple tool; grouping children based on learning levels rather than age or grade; using a range of engaging teaching and learning activities; focusing on foundational skills rather than solely on the curriculum; and tracking children's progress.

- **Learner Assessment**

Our experience in Blantyre Rural has been very exciting for both the organization and the community. During the reporting period, our volunteers continued to serve learners at Chilala and Likulu primary schools in Lunzu. These two are the least performing primary schools in Blantyre rural. At the beginning of the program, levels 1 and 2 had large enrolment numbers with a few in levels 3 and 4 (level 1 is the least, and 4 the highest). So far, we have witnessed a significant improvement drawn from the learner assessments held in March. The latest graduation rate of learners from one level to another is 66 percent, 35 of 385 students made it to the top 10 performing students in the second exam.

- **Community Feedback Session**

As true proximal leaders, we engaged our community to get feedback on the program since it is a new in these specific schools. We met Mother groups, Village heads, Teachers, volunteers, and the Ministry of Education through the office of the PEA. About 30 participants were present. The community complimented the encouraging progress of the initiative. With exciting examples, many parents commented that their children are able to read and perform simple mathematics.





90%

**teachers improvement
literacy and numeracy
skills**

Teacher Training

The teacher network had been extended to 12 more schools in Blantyre rural. Now we are working with more than 5500+ teachers impacting over 250K learners. At the beginning of the year, our team conducted feedback sessions and assessments of our teacher communities in schools to appreciate the program's impact.

In Blantyre and Thyolo districts, we visited 55 schools to monitor and supervise functionalities of the trickle-down process, CDCs, and peer mentorship activities. To ensure teachers share the skills to their colleagues in their schools, the team wanted to appreciate the functionality of the peer educator groups (teacher network clusters). We are happy to report that they are very functional and they use an operation manual to guide their clusters.



“

Now, I can easily teach and manage overwhelming classes with various methodologies at my disposal.


Chimwemwe Banda
- Primary school teacher





ACADEMIC INCLUSION

NO LEARNER IS LEFT BEHIND

-  SCHOLARSHIPS
-  COACHING

ACADEMIC INNOVATION
ACADEMIC INCLUSION
ECONOMIC INTEGRATION

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CONTEXT

In Malawi, education in secondary schools is not purely free. Students have to pay for the tuition to access secondary education. Not everyone can afford the fee. Those who cannot afford dropout of school.

Rays of Hope removes the financial and non-financial barriers to enable the needy students access secondary education.

THE GOAL TO INCREASE GRADUATION RATE



300

←
STUDENTS SUPPORTED



39

**new students
enrolled**

Scholarship

As promised last year, Rays of Hope is now supporting 300 students with tuition fees in public secondary schools and universities. We managed to identify and enroll 39 new students in the bursary program. The team also visited several secondary schools to orient new students on scholarship conditions and to introduce them to study clubs.

Coaching / Mentorship

121 of our bursary students gathered for our coaching session at Chichiri Secondary Hall organized by our team in collaboration with the school's administration. The event was aimed at students' networking, sexual health, and character shaping or improved performance. Best-forming students were given a chance to share their studying experience.

MSCE Awards

In the 2021-2022 MSCE standardized exams all our 12th-grade students passed giving us a record of 100% pass rate and graduation rates. Our team organized an awarding ceremony just to celebrate the 14 out of 34 who scored below 20 points. On the same, the students were given career guidance from the team so that they can make better choices when they get to universities.





ECONOMIC INTEGRATION

FORMAL EDUCATION IS NOT THE ONLY WAY TO SUCCESS

-  BUSINESS TRAINING
-  SOFT LOANS



CONTEXT

Not everyone who graduates from secondary school can afford college education. Some of the youth who either graduate or dropout of school stay idle, and their economic status is undesirable.

Rays of Hope provides a platform where youth thrive economically. Youth engage in business activities, entrepreneurship trainings, vocational trainings and job trainings as one way of empowering them to better their livelihoods.



THE GOAL

Youth become economically independent



\$20K

Reserved for youth businesses...



Business training / Loans

The program team began the year with a one-week business training that was participated by 27 youth business owners. In the meantime, the team has been busy reviewing and refining business proposals that were submitted by participants who took part in the training. This movement will progress with a pitching session that is planned to happen in the next quarter.

Due to high unemployment rates in the country, many youths are engaging in entrepreneurship striving for economic independence. However, these are very small enterprises that are run with little or no significant entrepreneurship knowledge/skills. Our training targets these ambitious youth to remediate their technical know-how. The training also provides a platform for networking and partnership for possible business expansion.



Vocational training

Rays of Hope currently has 5 youths on the vocational training initiative. The three (2 Males and 1 female) enrolled in computer science have completed level one of their training. The other two (female) are expected to graduate from tailoring design in May this year. Going forward, We have identified 20 youths who are yet to be supported with vocational scholarships in Hairdressing, Fridge/Electronic repairing, and Graphic designing.

Youth Serving Groups

We take advantage of our tutoring camps to promote the serving culture by establishing servings groups among the tutors. Two new servings groups have been established and running.





Dailes Banda
Advocacy / Communication
Officer



Felix Lyson
Child Protection Officer



Richard Moyo
Program Officer

TEAM UPDATE



Owen
Livelihood Officer



Collins
Meal Officer



Hope Kambere
Field Officer

Help us welcome our new staff members who are already in line of duty. The team are responsible for our newly established offices in Thyolo and Ntcheu.



Innocent Defied the Odds:

A Story of Education and Empowerment

Innocent lives with his mother, grandmother, and a younger sister in our community. They all depend on a fish-selling business that makes less than \$2 a day. Your guess is right, life is hard for them. Despite the challenges, Innocent proved his brilliance and was selected to go to high school. A rare fit for many.

However, he realized that he may not continue with his studies. High school in Malawi is not free. I know, it is messed up. The fish business cannot handle this, and as a man he wanted to support his mother. Amidst the dilemma, a ray of hope emerged in the form of a scholarship and mentorship program provided by Rays of Hope. The rest is history. He scored 12 points in the national standardized examinations. The highest points anyone can get is 6, and it is usually students from affluent communities, who go to expensive high performing ones. Innocent is hope for students in our communities.

Thanks to everyone who supports Rays of Hope for allowing us to respond to the redemptive call as seen in Innocent. He prays and hopes to become a mechanical engineer. We continue to covet your prayers for our work and Innocent's hopes.

Name **INNOCENT BANDA**

Age

21





**ADVOCACY &
PARTNERSHIP**
WE BELIEVE IN COLLABORATION

EFFORTS FOR INCLUSIVE EDUCATION

OXFAM IBIS

Budget Analysis & Engagement Meeting

In partnership with CSEC, GAYO, FAWEMA and Oxfam, we contracted a consultant to analyze the 2023/24 national budget allocations to the education sector with a special focus on basic education (primary level) budgets and how Inclusive Education (IE) has been incorporated. The Special Needs Education (SNE) increased by 26% from MK77 Million to MK97 Million for ORT and Machinga TTC will train 200 teachers in inclusive education.

However, as always, there are no specific budget lines for the sector, which makes tracking of the finances a huge challenge. This was incorporated in our advocacy messages so that learners with diverse needs are equally served just like their counterparts. The budget analysis report was presented to parliamentarians and government officials from the ministries of Gender, Finance and Education, influencers and the media in March 2023.

Monitoring/Home Visits

In February and March, the team conducted monitoring visits with community structures chair persons, specialist teachers, head teachers and government officials. The visits were aimed at following-up on implementation of action plans that the champions had made in 2022. The visits also aimed to have dialog with specialist teachers and head teachers about the project to lobby for their support. A total of 31 people were engaged.

It was observed that the champions were engaging community leaders to set up bylaws to help deal with negative mindsets and abuses against people with disability. The champions also engaged parents of Children with Disability (CWD) through home visits where they were able to identify CWD who were not going to school in order to get the parents to send them to school. They managed to send 5 CWD to school.



QUARTELY HIGHLIGHTS

OUR WORK IN ACTION





Advocating for Inclusive education

Review meeting in
session with
Community Champions
in Mchinji at Nkanda
Zone

Response to Cyclone Freddy

Distribution of Cyclone
Freddy relief food items
in Chilomoni - Blantyre



RAYS OF HOPE



TARL Assesiment

Officer assessing level 2
learner at Chilala
primary school in
Blantyre rural - lunzu.

Teacher Skill Strengthening

Teacher training session
in Blantyre urban -
Limbe primary school
hall

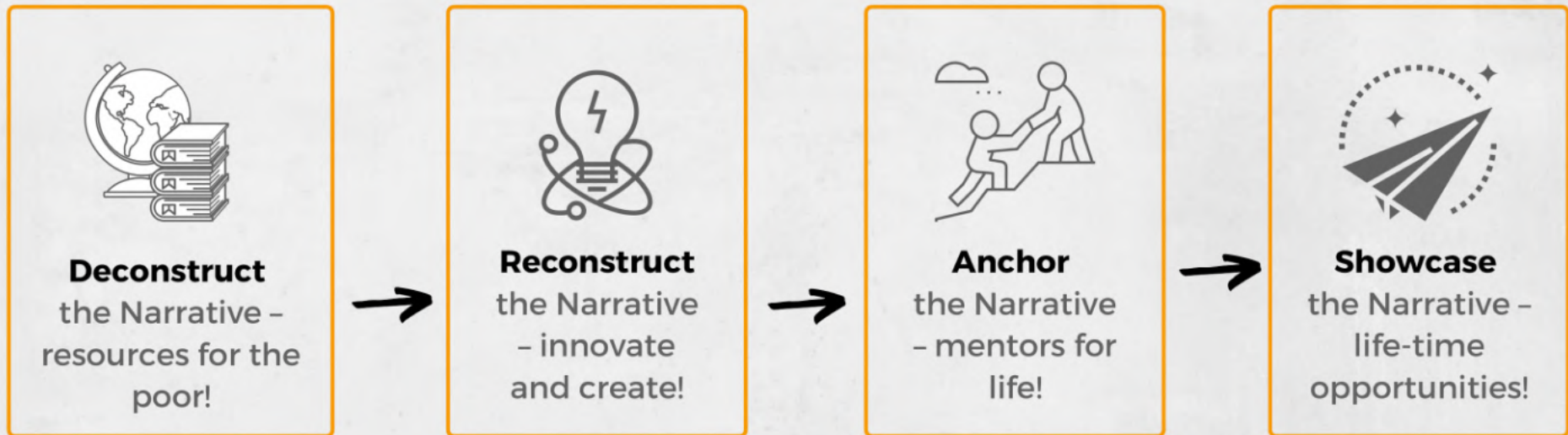


RAYS OF HOPE ACADEMY

BRIGHT MINDS BRIGHT FUTURE



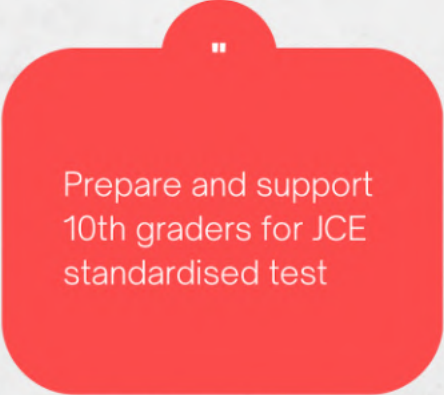
The model




Rays of Hope Academy is a fee-paying secondary school that enables income generation for Rays of Hope Ministries. Our Academy is posed to nurture young and raw talent through an education that is built on meaningful innovation and sincere integrity.

ABOUT

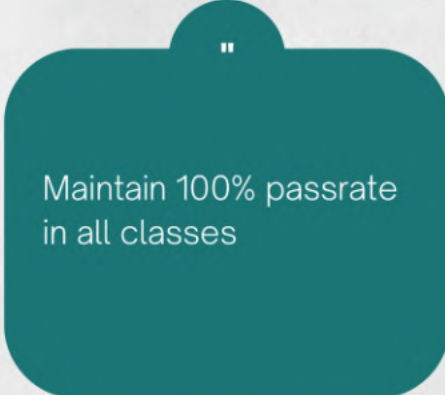
QUARTERLY GOALS



Prepare and support
10th graders for JCE
standardised test



Administer Mock tests



Maintain 100% passrate
in all classes

Prepare 10th grade and 12 grade for national standardized tests

National exams are an important part of a student's academic journey. These exams determine a student's eligibility for higher education and future career prospects. Preparing for national exams can be a daunting task, but with the right tips and strategies, students can excel in their exams. At the beginning of the second term, the teachers had set dedications in order to support the students adequately. Just to highlight a few tasks, they dedicated to:

- Help the candidate to understand the exam format to make sure the students familiarize themselves with the exam structure, the number of questions, and the time allotted for each section. This will help them manage their time effectively during the exam.
- Help the students to create study plans. It is important the students allocate sufficient time for each subject and topic. They should also set realistic goals and deadlines to ensure they cover the entire syllabus before the exam. In addition, the two classes have been given a monitored prep time before leaving the campus.
- The teachers provided the students with additional study material and past papers to be discussed in groups with open support from teachers to provide valuable guidance and support to the students.

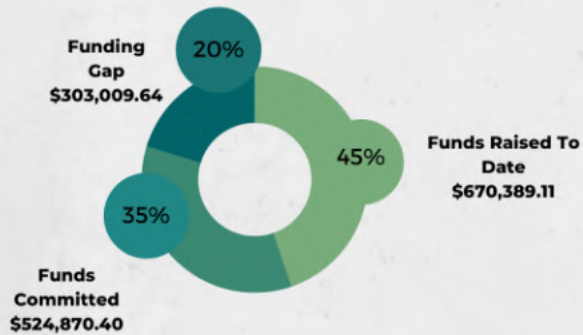
For the past term, the school recorded an overall pass rate of 91%. The school has always been scoring a 100% pass rate over the past years. We believe the instruction hours that we lost during emergency school breaks contributed to this drop.



FINANCIAL SUMMARY

BUDGET UPDATE

This year, our budget is **US\$ 1,498,269.15** with a funding gap of **20%**.



INCOME & EXPENDITURE

INCOME	MWK	USD
From Foundations and Individuals	690,130,782.36	670,029.89
⊖	690,130,782.36	670,029.89
EXPENSES		
Program	174,488,578.59	169,406.39
Administrative and Personnel	28,482,561.10	27,652.97
⊖	202,971,139.69	197,059.36
ASSETS		
Furniture	8,658,950.00	8,406.75
Equipment	4,807,675.00	4,667.65
⊖	13,466,625.00	13,047.4

Rays of Hope

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Access Transformative
Education

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Access Transformative
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