



REPORT Q1



**RAYS
HOPE**
TRANSFORMATIVE EDUCATION

TABLE OF CONTENT

About us	3,5
Approach and Goals	6
Academic Innovation	7,14
Academic Inclusion	15,18
Economic Integration	19,22
Impact Story	23,22
Rays of Hope Academy	5, 29
Partnership	30
Lessons & Challenges	31,32
Financial Update	33,34



FROM THE EXECUTIVE DIRECTOR

WILLIE MPASUKA

Warm greetings from Rays of Hope! We thank God for His provisions as we celebrate 15 years of impact and His faithfulness! Edward, once a student (I tutored), quit a corporate career, now tutors at our After-school Center. He is inspiring our mission alongside Grace, our first tutor 15 years ago. She is now leading our other After-school Center. We've grown from 40 students to thousands of self-driven leaders.

Your support inspires our urgency and audacity! In 2025 we aim to serve hundreds of children and youth through: Teaching at the Right Level (TaRL), Teacher Training, Remediation and youth Entrepreneurship.

Join us in our story of hope and resilience.
May God bless you! Enjoy our quarterly update.



ABOUT US

We are a faith-based nonprofit organization that exists to transform Malawi by equipping teachers and educating children in public schools. We strive to nurture children and youth and empower them with abilities essential for "life management", "academic excellence," and "spiritual development" to become competent leaders and difference makers in their communities.

Goals / Approach

In 2025, we commit to:



Train (7,000) teachers
in 7 educational districts.

Run after-school programs across 24 primary schools in three districts to support 3k+ children.

Implement TaRL in 68 primary schools in BT urban and BT rural.



Grant 450 scholarships
to secondary school students

Coach and mentor 350 program participants for academic excellence and improved livelihood.

Attain a 95% pass rate for national exams in both 10th and 12th grades.



Provide Entrepreneurial opportunities to 200 young people.

Provide capital to 10 innovative enterprise ideas from ideation to actual businesses

Incubate Five Youth Business Groups across Blantyre



ACADEMIC INNOVATION

Thinking differently
to provide education.

During this reporting period, we implemented activities, supporting slow learners in 24 schools through remediation, and trained teachers to improve their teaching skills. These initiatives included discipleship, monitoring and supervision, with a full integration of community participation in supporting both learners and students.

4,552

learners from 24 primary schools fed and tutored, with 1,263 parents engaged through home visits and parents meetings in Blantyre, Kasungu and Dowa.



3,226

Teachers from 183 schools trained through TOT and Communities of practice (Praxis Model).



Afterschool Program **Tutoring**



Remedial Classes

Our tutors committed to support learners to improve academic results and challenge their behaviours using our biblical counselling curriculum.. Apart from engaging learners in class, the team issued workbooks and continuous assessments, quizzes as well as reading exercises. The termly in-house assessments shows that **70%** of the learners are able to pass above average in all subjects. Below are some of the key activities that help keeping our program run this quarter.



The Feeding Initiative

At the heart of the tutoring center, is the provision of lunch meals. This has been instrumental in transforming hunger into hope, ensuring every child fully benefits from our after-school interventions. During this reporting period, all after-school program participants across all tutoring camps were provided with these meals during our discipleship sessions, living out our faith. In Dowa and Kasungu, through the partnership with CYECE, we have also managed to offer the meals, and they help the children to concentrate and participate in the classrooms.



Holistic Growth Among Learners

Our tutoring centers offered both academic support and spiritual growth. Beyond academics, our team focused on character-building and values-based learning to foster well-rounded young leaders. Activities included community work, where learners cleaned classrooms, promoting responsibility and service. Spiritual growth was encouraged through Bible reading competitions and storytelling, memory verses, enhancing teamwork and moral reflection. This approach made the centers engaging spaces that boosted learner participation and enthusiasm.

Teacher/ Parents Engagement

This quarter, our After-school program held key meetings with teachers and parents to share updates and gather feedback. In February, teachers committed to supporting the program, while end-of-term meetings with parents highlighted noticeable learner improvement. The engagements attracted about 913 parents in Chilomoni and Machinjiri, and 350 in Kasungu and Dowa—representing 60% participation across our target areas.



13,445 TaRL

learners participated in
TaRL activities in 48
public schools.

Rays of Hope Malawi supported the Teaching at the Right Level (TaRL) initiative in 48 public primary schools in Blantyre Rural, benefiting over 13,445 learners in Standards 3 to 5. This was achieved through a series of coaching, training, and the provision of programmatic support materials to all TaRL implementing schools. Since the government integration, we have seen a tremendous transformation in learner performance and quality data capturing in partner schools. For the record, the Blantyre Educational District was the best in record-keeping for the year 2024.

We proudly quote the district education manager in one of the meetings congratulating his team for the success. He attributed it to TaRL since the program heavily relies on data for its implementation.

Teacher Training

We continued to work with teachers in various competency gaps through targeted training and mentorship activities to strengthen instructional practices and improve learner outcomes.

Skills Strengthening Workshops

In February 2025, a refresher training on peer mentorship brought together 108 participants, including mentors, teachers, school administrators, and DEM officials from all 63 supported schools in Blantyre Urban.

The session emphasized the vital support school leaders are expected to offer the 27 peer mentors who lead this initiative. Participants explored the key roles of mentors, reflected on the impact of mentorship networks, and celebrated the program's achievements to date.



With continued collaboration, I believe Blantyre can rise from position 18 and become one of the top 5 performing districts in the Southern Region."

— District Education Manager, Cryton Tambala



Review Engagement

In the month of February Rays of Hope organised a review meeting inviting all 48 partnering schools. The meeting highlighted key areas requiring improvement including effective data collection, quality assessments and best TaRL instructional practices discovered during implementation. Rays of Hope shared its plans on new data collection infrastructure (Tools and Equipment) and intensified monitoring and supervision.

Training on Pedagogy

We organised refresher trainings for 372 teachers from 48 partner schools to enhance classroom assessment and instructional practices following insights from a review meeting. Using a Training of Trainers (ToT) model, the initiative focused on effective Teaching at the Right Level (TaRL) strategies and facilitated sharing of practical experiences. Subject-specific trainings in English and Mathematics were also conducted in Blantyre, aiming to prepare Standard 8 learners for the upcoming national examinations. These efforts aimed to improve teaching quality, foster collaboration, and enhance student academic performance during this critical period.

Resource Mobilisation / Provision

Many schools struggle to find teaching and learning resources. The lack of these resources lead to poor teaching and learning. We are dedicated to providing necessary resources (Flip charts, Markers, Attendance and Assessment record books) to make sure TaRL the schools have successful implementation.



Monitoring, Supervision.

In the first quarter, we carried out a focused monitoring and supervision exercise to enhance teaching practices in Literacy and Numeracy. Conducted throughout March, the exercise brought together a joint team of Primary Education Advisors (PEAs), District Education Office (DEO) officials, and Rays of Hope staff, who visited 63 schools to observe classroom instruction and assess the implementation of the Teaching at the Right Level (TaRL) approach.

The team reported a 70% improvement in teaching practices, with many teachers applying effective methods and showing greater mastery of content. Observations helped identify strengths and gaps, while follow-up discussions with teachers provided constructive feedback to the teachers to encourage and appreciate their keenness to contributing to quality education in the schools.



Coaching and Mentorship

During this reporting period, Rays of Hope fostered a strong culture of collaboration and growth through active teacher Communities of Practice (CoPs). In partnership with zonal mentors, over 12 CPD sessions were conducted at both zonal and school levels. These sessions served as a platform for professional development, with a special focus on enhancing classroom delivery through contemporary teaching methods.

Teachers engaged in mentorship and coaching on key topics such as lesson planning, effective literacy and numeracy instruction, classroom management, and handwriting improvement. A recurring challenge—overcrowded classrooms—was addressed through practical strategies to maintain order and promote participation. This consistent and structured support has led to visible improvements in teaching quality, strengthened collaboration among teachers, and boosted leadership within schools and clusters.



ACADEMIC INCLUSION

**No student is left
behind**

Rays of Hope remained committed in igniting dreams among the students from underprivileged background. This initiative provides resources (funds) to students so that they access secondary school education, considering that it is not free. It is the only strong pathway to university possibilities or entrepreneurship route. This year we are aiming at providing 450 scholarships opportunities to students with continued mentorship and coaching on issues related to sexual health, academic excellence, and career motivation.



380

students engaged through various coaching and mentorship interventions



388

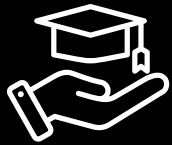
Secondary school underprivileged students remained in school through the bursary program.



Student Coaching and Mentorship

To nurture a spirit of hard work and perseverance among our program participants, we organized two mentorship sessions in February and in March, targeting 380 students most especially those who come from within Blantyre. The first session attracted **280 students (128F, 152M)** who were encouraged and given insights to improve their performance in English being a key subject. The second session targeted senior students and attracted 198 students (109M, 89F) who received peer mentorship from the 16 model students/recent graduates and are transitioning to university. We do this to inspire resilience amongst the prevailing students.





Expanding Our Reach

We continued to walk alongside the needy but deserving students, integrating faith, resilience, and excellence in every step. This year, we aim to support 450 students, an increase from 380 students in 2024 in providing resources and coaching. Our team remained committed to ensuring that all students in the program stay in school.



Strengthening Parent Partnerships

This quarter, we organized a parents' interface meeting where **we gathered 121 parents (65F, 56M)** to review student performance and develop shared strategies for academic success. The active involvement of parents remains key to boosting student outcomes.



ECONOMIC INTEGRATION

Formal Education is not the only way to success

Out of 19,760 eligible candidates for public university selection, only 2561 (12%) were picked in the 2024/2025 academic year. At least 17,000 eligible students are left out. Where do these go? Theft. Idleness. Violence. Our program gives them an alternative. To turn to entrepreneurship as a means for economic survival. To close the gap, RoH commits to equip youth with **marketable skills, financial literacy & savings, and entrepreneurship knowledge**—empowering them to build self-sustaining livelihoods.

229

engaged through business training and coaching activities.



37

youth completed vocational training.

18

youth groups served with YsL interventions





Business Training

Over the past quarter, we have made significant strides in empowering young people across Blantyre Urban through its Economic Integration approach. **A total of 229 youth—109 females and 120 males**—from all seven youth networks were equipped with practical business and life skills aimed at transforming their economic realities. What started as training sessions have blossomed into stories of growth, resilience, and hope.

Today, **nearly 70%** of these youth have started small scale business, with many managing more than one venture. They took to heart the principle of diversification—“not putting all your eggs in one basket”—and are already seeing the fruits of their effort.



Growing a Culture of Saving and Enterprise Through VSLs

We are making strides in strengthening youth economic empowerment through the expansion of Village Savings and Loans (VSL) initiatives. What began as just two groups has now grown to **18 vibrant VSLs**, spread across youth networks. These groups have become powerful platforms for fostering financial discipline, encouraging investment, and building stronger communities.

From February to April, Rays of Hope trained **150 youth (78 females and 72 males)** in Youth Savings and Loans (YSL) practices. These sessions served as interactive spaces where participants shared group experiences, reflected on savings cycles, examined operational challenges, and explored strategies for group sustainability. The trainings concluded with smart investment tips, equipping youth with skills to make informed decisions that maximize profits while minimizing risks.

The impact of these trainings is clearly visible. Savings have more than doubled—rising from **MWK 3.6 million** in the last cycle to **MWK 7.2 million** and counting. This growth reflects not only commitment from the youth but also the effectiveness of continuous capacity-building and peer learning.



EKARI young mothers' savings group inspiring others.

One inspiring example comes from the EKARI young mothers' savings group in Blantyre. With discipline and teamwork, four of its members used their savings to purchase sewing machines and launch small businesses. Today, they are making and selling clothes and reusable sanitary pads—products that not only provide income but also serve practical needs in their communities. These young mothers are becoming self-reliant and creating ripples of impact within their families and beyond.

Through VSLs, we are cultivating a culture of savings, entrepreneurship, and collective growth. The success of the EKARI group has ignited a wave of action among other youth groups. In Sigelege, for example, the Rays of Hope Sisters have ventured into cash crop farming—another testament to the possibilities unlocked through the program.

This is the transformation we aim to see in Malawi: young people creating opportunities, building businesses, and inspiring one another to rise. Rays of Hope remains committed to walking alongside them, nurturing dreams, and fueling long-term economic change across communities.



**RoH
Team
2025**



Edward's journey. A complete story of transformative education.

Meet Edward Tchale who first joined our Afterschool Program in 2009, when he was in Standard 5. "Before I joined Rays of Hope tutoring program, I was an average performing student," he recalls.

With the support of dedicated tutors and consistent mentoring, Edward's grades began to improve. By Standard 8, he had earned selection to a public secondary school. Under the academic inclusion program, he benefited from the bursary initiative granting his tuition, books, and basic needs, ensuring he could focus on his studies without financial barriers.

**Versity
2023**



Edward continued to excel throughout secondary school and was later selected to attend a public university. He completed his university education in 2023, earning a degree in business administration.

**After
School
Program
2009**



Today, he leads the afterschool Program in his own community after quitting a corporate job. He provides tutoring activities, including the same nutritious lunches and engaging activities that helped him succeed to new participants. Edward's story exemplifies our commitment to long-term transformation. He did not only benefit academically, Edward grew in his character and faith that drew him back to service.



Rays of Hope Academy

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.



Deconstruct
the Narrative
resources for the
poor!



Reconstruct
the Narrative
Innovate and
Create!



Anchor
the Narrative
Mentors for
life!



Showcase
the Narrative
Life-time
opportunities

Our model

Goals / Approach



Implement Targeted Academic Support for 10/12

graders in preparation for national examination

Expose students to technological innovation concepts to stimulate their interests in sciences



Foster Holistic Development

Implementing comprehensive extracurricular programs aimed at nurturing students' physical, social, and emotional well-being, including sports, arts, and character-building activities.



Achieve 100% passrate

in grade 10 and grade 12 national standardized examinations.



Academic Progress

Academic Support and Student Progress

In the heart of Chilomoni, where families face economic challenges and access to quality secondary education is limited, Rays of Hope Academy focused on strengthening learning. Through remedial classes, one-on-one mentoring, and regular assessments, students showed a notable improvement in their academics.

Spiritual Growth, Sports and Extracurricular Activities

Faith continues to be central to life at the Academy. Students engaged in spiritual activities and took part in regional and national Christian conferences, promoting moral and spiritual growth alongside their academic journey.

Sports remained vibrant, with students actively participating in football, netball, and chess across the community. Efforts to provide full sports attire for all teams are underway to encourage greater participation and team spirit.



Strategy Review



In line with our growing focus on innovation, we undertook a strategic review to reposition the school toward a more STEM-focused learning environment. This process was led by a dedicated team of seven, including Rays of Hope managers headed by the Executive Director and school officials led by the Principal. The engagement was successfully held at our Lilongwe office, and we are proud to announce that the new strategy is now complete. We are confident that this roadmap will guide the institution toward meaningful growth and long-term success in STEM education.

Partnerships for Social Impact



Road Safety Advocacy and School Development.

In partnership with TotalEnergies Malawi and TotalEnergies Foundation (France), we continued supporting Road Safety Clubs in local schools. In 2024, Ndirande Metope Primary School won a poster competition among seven schools and received MK5 million for school improvements, including road markings and signposts. The school is also preparing to mentor others in a peer outreach initiative this May.

Building on this success, the 2025 Road Safety Advocacy Program will expand to schools in high-risk areas. Launching in June, the program introduces a peer learning model where selected clubs become Ambassador Schools, visiting and mentoring sister schools. It will conclude in December with a student-led poster competition promoting road safety awareness.



Lessons Learned



Foundational Skills are Non-negotiable

We have always been saying in our reports the need to invest in foundational literacy and numeracy skills. Our Teaching at the Right Level scale work corroborates with our postures in improving learning outcomes for children in under-resourced communities.

We are putting it out there that successful implementation of education intervention hinges on foundation literacy and numeracy work - through remediation, Teaching at the Right Level, and Teacher Training.



Teacher Motivation is Key

Our increased interaction with teachers in public schools over the years continues to show that not everything relies on money. Teachers are motivated in other non-monetary essentials such as: recognition, peer support, and a sense of belonging. This realization has sent us to invest a lot of energy scaling in depth than breadth.



Change versus Trust

Our interventions with the government teachers have taught us that inspiring change, even in technical aspects, such as pedagogy skills, requires trust. Most of these teachers have seen similar interventions with project-designs that usually come for a year and go. Our program adds another layer, communities of practice, stamp authenticity, vulnerability and ownership. In areas where this is well established, the program produces better learning outcomes.

Challenges

The first quarter of this year faced ongoing macro-level challenges from 2024, compounded by external pressures that complicated program implementation.



Inflation

Malawi faced an average inflation rate of 30% in 2024, rising to 30.5% in March 2025. This has reduced the purchasing power of families, affecting our program participants, including our operations. As a result, we've had to adjust budgets to maintain quality operations.



Policy Changes

New forex rules in the country now require nonprofits to convert foreign currency within 48 hours. Failure to comply results in 70% of funds being exchanged at the day's rate. This limits our ability to cushion program budgets against inflation pressures.



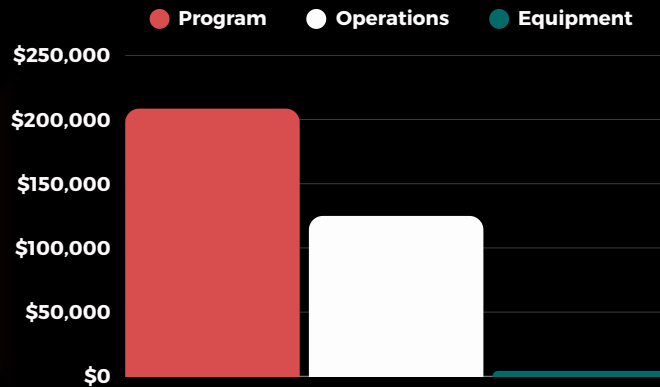
Reduced Funding Space

Funding opportunities continue to shrink, especially after the USAID aid freeze. Our budget size often falls outside preferred ranges for many potential funders who prefer start-ups. This makes it harder to scale up programs and meet the growing community needs.

Financial Update

For the year 2025, our budget is capped at

USD\$ 1,600,000
MWK 2,801,600,000



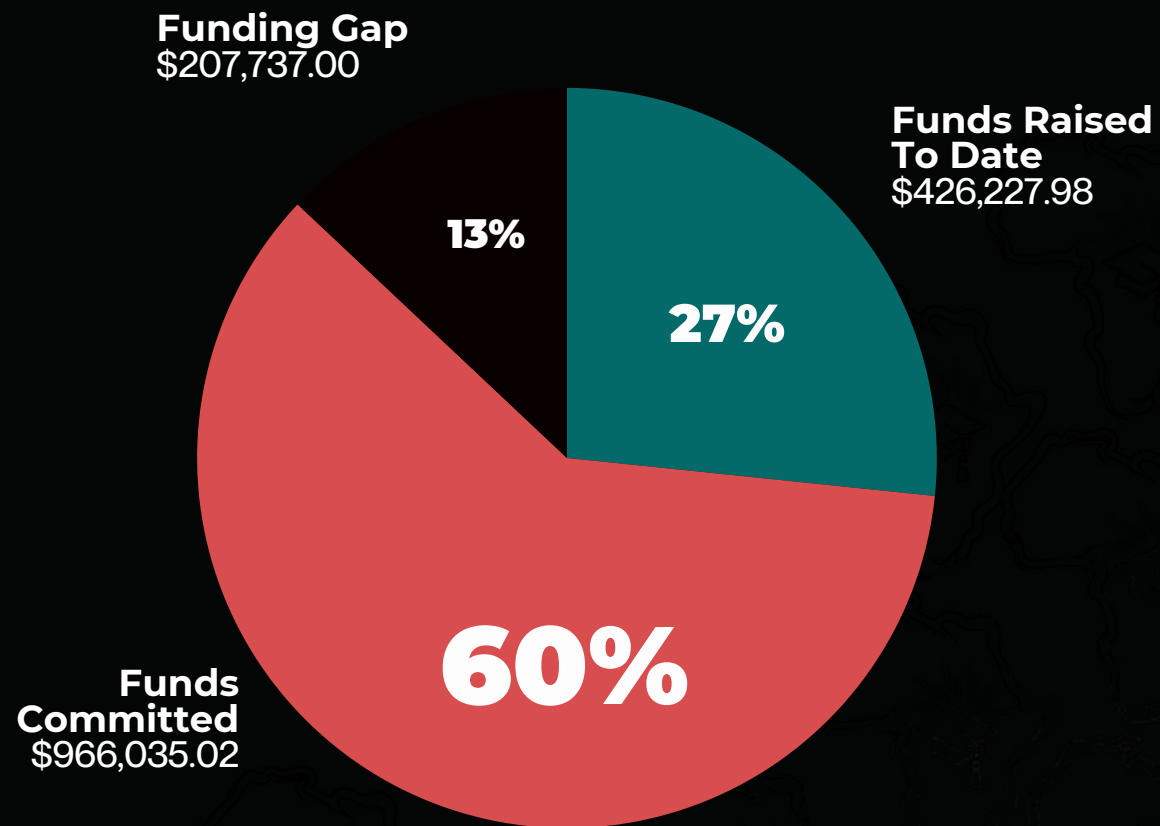
	MK	USD\$
Programs	365,132,177.8	208527.8
Operations	218,739,776.53	124,922.77
Equipment	7,430,200	4,243.40
	<u>591,302,141.47</u>	<u>337,693.97</u>

Total Expenditure

Programs, Operational , and essential equipment costs.

337,693.97

591,302,141.47



*Funds raised, Committed, and
Funding Gap*



Connect with RoH

Rays of Hope Malawi, P O. Box E365, Post Dot net.
Anadkat House, Along side Glyn Jones road,
Blantyre-Malawi.

@raysofhopemalawi

