



**WINDOW OF HOPE FOUNDATION
MANGOCHI MALAWI**

**Kids School Project 2023/24
school year**

**Deliverable 1.1
Field Visitation report: June 2024**



**WINDOW OF HOPE KID'S SCHOOL PROJECT WITH
FINANCIAL SUPPORT THROUGH QUALITY CENTRE
MALAWI**



2023/2024 SCHOOL YEAR



**MONITORING EXERCISE
JUNE 2024**



Submitted to Quality Centre Malawi

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Window of Hope is grateful to Quality Centre for the financial support provided for the schoolkids project since 2021. The support promotes motivation for education for the guardians and the learners. In 2023/2024 14 children were on Quality Centre's bursary. We are thankful to the children for their hard work and courage to still take and utilise this rare opportunity.

We are also thankful to guardians for their understanding and for encouraging the children to take their lessons despite the challenges faced. This is a motivation to our continued support. In a special way we congratulate Agness who has just been recruited for the support for her university education.

WoHF is very grateful to Quality Centre for funding this activity which has enabled reaching out to learners and appreciate their real-life lived situations.

We indeed sincerely thank Quality Centre Malawi for this Kids project which is making significant value addition to promoting uptake of education by the vulnerable children in our society.

1.0 Introduction

1.1 The Kid's Bursary School Project

The Kid's bursary program was established to assist vulnerable learners with basic education needs including; school fees, uniforms, books, and other school items. Quality Center (NL) through Window of Hope Foundation (MW) has been supporting students from various villages in Malawi, with Mangochi being the main targeted district. WoHF was tasked to identify needy students at various levels of education who could be accommodated in the support program with the aim of reducing the burden faced by guardians in providing basic education necessities to students, aiming at improving education and literacy in the country.

The project was introduced in 2021 with a recruitment of 20 learners across all education levels. 14 of the 20 in all education levels of: ECD (1) – primary(8)- secondary (4) and university (1). The university student graduated in 2023. The project is implemented in by Window of Hope foundation with funding by Quality Centre Malawi in the Netherlands.

The project has contributed to motivating both learners and their guardians in liking school, it has improved retention of children in school. Since 2022, alongside the climate change disasters, the foundation receives increased numbers of needy learners for this school support. This has made the foundation to establish a waiting list for support and each year we enrol new learners when opportunity has been found. In this year, a second beneficiary for the uptake of university education was recruited: Agness Nkhoma. Her funding came along with the funding for beneficiary engagement meetings.

1.2 Background of the organization

Window of Hope Foundation is a locally founded organization. It serves vulnerable populations by providing applicable support through innovative and evidence based approaches within the concept

of community empowerment. It focuses on health, education and community development. It was initiated in 2011, its goal is to reach the vulnerable populations including those in hard-to-reach areas with basic support to enable them access basic services of education and health in order to promote rural development and contribute to achievement of SDG goals 3 and 4 for the development of our society.

Window of Hope Foundation planned to address the following five issues:

1. Social-economic empowerment
2. Low access to education & diminish the high illiteracy rate
3. Supporting maternal death orphans
4. Community empowerment
5. Infrastructure development.

The foundation therefore has four thematic areas. These include:

- Community empowerment for ownership and increased uptake of basic services of health, education and development
- Implementing and modelling applicable innovative initiatives to break the cycle of poverty, ill health and illiteracy on grounds of equity, capacity building to reach out to vulnerable populations and contribute to development
- Sustainable development of rural areas through social investing and-economic empowerment activities and entrepreneurship.
- Access to education including early childhood development (by ECD), preschool, adult literacy and basic education for marginalized and vulnerable people.

Vision: Improved lives of the vulnerable populations, realized socio-economic development and developing rural communities.

Mission statement: WoHF is a charitable organization in the development of vulnerable populations in poor resourced community in Malawi and beyond.

1.3 Aim/Goal

WoHF exists to be a leading organization in providing applicable support to maternal death orphans in the district and wide. Motivating parents and children to invest in education from a tender age (ECD), promoting social-economic, community empowerment and development

2.0 The Field visitation project: The beneficiary engagement meetings.

The beneficiary engagement meetings were the first of its kind since we started the kids' school project. It created the opportunity to reach out to the kids in their settings and aimed at appreciating their living conditions in their natural settings. Quality Centre provided financial resources (400 EURO) for fuel and lunch for the visiting team and for some of the supplies such as books that were given to children during the

visitation. The activity focused on reaching all the 15 learners on Quality Centre’s sponsorship, non the less some under WoHF were also reached. It was a four days exercise.

3.0 Methodology

A team of three: Emmanuel (program coordinator), Linda (the kids’ project beneficiary who completed her university education under this project) and Etero (a community WoHF volunteer in Chilipa) visited the beneficiaries. Etero organized the meeting places and also acted as a tour guide. A hired care was used together with a hired motor bike to visit some places where the car could not reach.

The team operated from Mangochi district to different locations in Chilipa zone. During the visits it was discovered that some villages could not be reached due to bad road networks. The approach was revised to cluster meetings. The clusters were created for children coming from the same area either by school or VDCs. Three learners (Shaibu Doda, Daniel Luka and Milika Musa) were visited in their homes. The activity was done in four days from 14-17 June 2024.

Communication about this exercise was sent to kids and their guardians by phone through the volunteer, village leaders and headteachers of their specific schools. The WoHF Director communicated to the Village Headman (VH) of Chitowa .

4.0 Results

The foundation is supporting 12 learners in primary schools, 4 in secondary and 1 at university. The one at university is new recruit of the program her support came along with this activity’s funding. Some places could be reached by car instead a motor bike was hired and for were called to meet with them at central points. These acted as clusters for the activity. The revised approach contributed to the success of the activity, ten of the primary school learners reached with one who was not reached. 3 of the secondary school learners were not reached and the one at university was reached ref. table 1 list of learners reached during the visit. The results are presented in tables, graphs, narratives and based on total number of kids on Quality centre sponsorship, number reached, number of not reached and reasons for not being, positive messages by learners, and challenges they face in the sections here under.

4.1 list of all learners in the program

The current cumulative total of kids under Quality Centre’s sponsorship is 15 Ref table1.all children in ECD graduated and are in primary school. Window of Hope foundation is sponsoring children in ECD.

Table 1. List of learners on Quality Centre sponsorship

No.	Leaner’s name	School	Remarks
Primary school			
1	Daniel Luka	Chiwamba primary school	Reached
2	Violet Kachingwe	Chilipa II primary school	Reached

3	Alinafe Richard	Nansongore primary school	Reached by phone
4	Samiyatu Gavanala	Mweye primary school	Reached
5	Millika Musa	Msosa Primary school	Reached (graduated from ECD)
6	Asiyatu Alufa	Msosa Full primary School	Reached
7	Yazidu Simoko	Makoka Primary School	Reached
8	Emmanuel Njikho	Geisha primary School	Reached
9	Mphatso Maleta		Reached (graduated from ECD)
10	Shaibu Doda	Mchengautuwa primary school	Reached
11	Hawa Sadimu	Msosa Full primary School	Not reached: she did not turn up
	Secondary school		
1	John Njikho	Mchengautuwa secondary school	Reached
2	Zawomba Saka	Chifira open day secondary school	Not reached: did not turn up
3	Shakira Lolesi	Kapire community day secondary school	Not reached: had gone away
4	Jenifa Atwabi	Kapire community day secondary school	Not reached: did not come to school
	University		
1	Agness Nkhoma	University of Livingstonia	Reached

Table2. List of kids under Window of Hope sponsorship

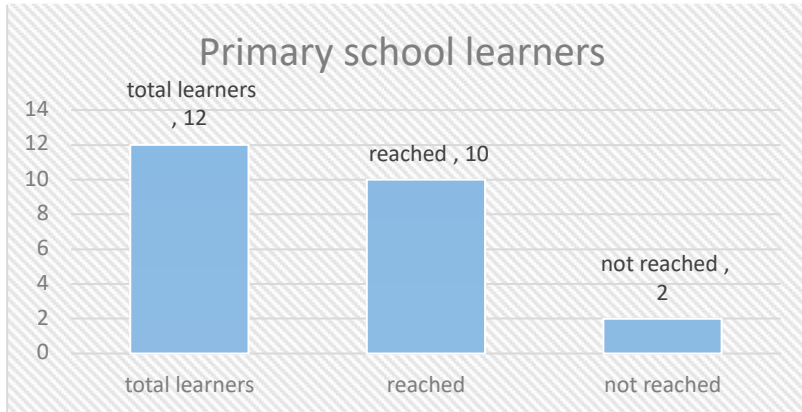
LEARNER'S NAME	SCHOOL
ECD	
Saviour Nguluwe	Mchengautuwa ECD
Primary school	
Adija Jawabu	Nikisi Full primary (F.P) School
Patricia Luka, sister to Daniel Luka	Mtosa Full Primary (F.P) School
Agness Mpopo	Kapire Full (F.P) Primary School
Yamukani M. Simion, replaced Pindani Rafelo who left our study site	Chiwamabala Full primary (F.P) School
Magret Andrea	Mtosa Full Primary (F.P) School
Pleasant Kachingwe	Nanjiwa Primary school
William Elasi	Nanjiwa Primary school
Secondary school	

Gerald Pearson	Kapire Community Day Secondary School
Alice Ulaya	St. Monica Girls Secondary School

4.2 Kids reached

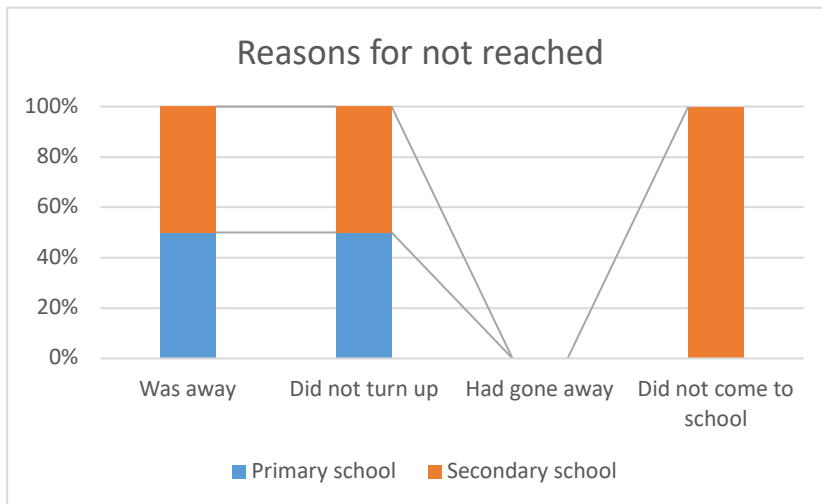
The majority of the kids in primary schools were reached (representing over 90 percent). These kids participated in the meetings.

Fig 1. Learners (QC) reached during the field visits plus one of WoHF



Most of the learners who were not reached, were from secondary school. Some had gone for holidays after their exams. Reasons were given for not being reached, ref fig 2.

Fig 2 . Reasons for not being reached



4.3 Living conditions of children being supported by QC

The living conditions of most children were bad and at times pathetic for those we reached, we actually saw their pathetic situations Ref. some pictures taken at their homes, but also listening to

their explanations about their living conditions. The majority were food insecure from the poor harvest and the already prevailing poverty environments, as they expressed. In their stories they all had motivation to go to school because they were supported and the demands like books, school fees pens they were supplied with. The older children their guardians were either old or poor and all with single parents, but with good encouragement for them to go to school with a hope for the future. About the four that we did not reach we talked with some on phone, they could not come to meeting points and we could not reach their homes. They lived in poor houses some with either no or very risky sanitation facilities and long distances to fetch drinking water was another issue of concern for young girls. Here under interaction with the learners

4.3.1 Interactions with the learners

Children were asked to explain their life conditions:



Daniel Luka, a 14 years old child, stays with his single mother of 3 kids in a rural village. Basic needs like clothing and daily food are scarce commodities, hence living on a single meal a day. Daniel's mother depends on piece jobs (agriculturally based) and small-scale business. Daniel appreciates the support for education without which he said he would not have been at school.

grandmother looks after 3 grandchildren, she is mainly involved in agricultural piece jobs for a living. Violet Kachingwe lacks emotional guidance hence affecting her performance in school.

Violet Kachingwe is a 15 years old girl who is living with her grandmother who is a social cash transfer beneficiary. As the



Samiyatu Gavanala is a girl child based in Ngunga GVH, TA Chilipa. She is aged 14 and is living with her single mother and

5 other siblings. Before going to school, Samiyatu is mandated to go and fetch water at a distant borehole in an area of poor electricity connectivity. Walking in the dark either very early or late in the evenings poses a great risk to her (in Chilipa cases of rape have been on rampant). Her mother depends on piece jobs in agriculture fields, and so Samiyatu lamented of challenges to fetch quality water in the area and this affected her performance in class.



However she thanks the foundation for considering to support her education. With this inspiration she plans to work hard to get out of this difficult life.

Alinafe Richard is a 16-year-old girl who is staying with a guardian following the passing on of her mother. Being a child in a matrilineal society, the father opted to remarry leaving Alinafe and her siblings with their aunt (guardian).

Growing up, life has been focused on finding the means to pay for basic needs like food, clothing and shelter. This was very difficult due to the scarcity of piece jobs in agriculture fields in Gwaza Group Village Headman (GVH), Traditional authority (TA) Chilipa. Alinafe is thankful for the aid to go to school. Alinafe and her siblings do not have a house to live in.

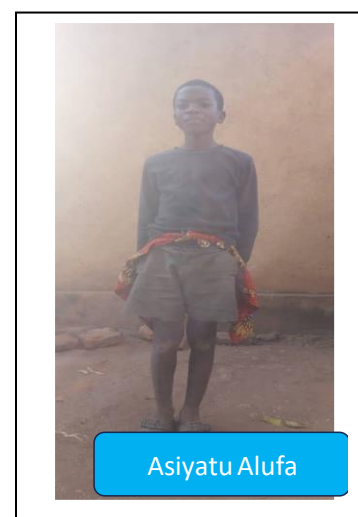


Milika Musa is an 8 years old girl in Chitowa village TA Mponda in Mangochi district.

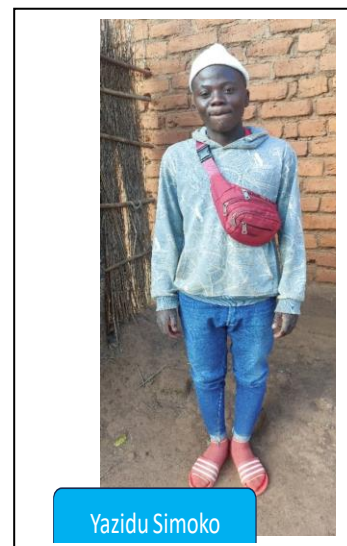
She lives with her grandmother in a temporary house. Poor sanitation, a long distance to school and food insecurity are among the challenges that Milika faces in her daily life and these affect her concentration on her studies. Milika has shown great potential in school but faces the challenge of discontinuing her studies due to her living condition. Her guardian (grandmother) relies on piece jobs in agriculture fields and small-scale businesses. The guardian being an old woman fails to provide adequate food for the household and proper clothing for Milika. Milika started with the ECD sponsorship, graduated to primary school and is now in std 2.

Asiyatu Alufa is an 11-year old girl from Msosa village TA Mponda in Mangochi rural. She is in standard 2 at Msosa primary school together with Milika Musa. Asiyatu also stays with her grandmother who depends on agriculture field piece jobs.

Despite showing tremendous potential in school performance, Asiyatu fails to concentrate in class as she usually goes to school without eating. Previously Msosa primary school had a feeding program. Since the program was stopped it has been hard for a 11-year-old girl to stay in class for hours without food after walking for a long distance. Furthermore, the school sanitation facilities deprive students of access to proper sanitation facilities and clean water resulting in ill health and increased absentees.



Yazidu Simoko is from Msosa village TA Mponda in Mangochi district. At the age of 17 Yazidu is still in standard 7 at Makoka primary school. He stays with his aunt who has no proper means sourcing foods and basic needs for the household. Hence, Yasitu does piece works alongside his education carrier and takes a responsibility of a bread winner of the household. After school he goes for piece works in agriculture fields to earn some money. He has no time to rest, though this is not healthy for him. But he has no choice. At times he sells petroleum products at an authorized selling point to get a better chance to feed his household. *“I like school, I am struggling but making progress, I am now in standard seven, I will keep on, one day I will get out of this difficult life,”* he said while appreciating the financial support he gets.



Yazidu Simoko



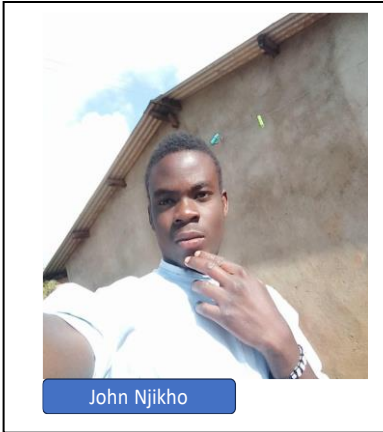
Mphatso Maleta, an 8 years old, started with an ECD and as a first cohort of the kid’s project together with Millika Mussa. He is now in std 3. and works hard at school. He stays with his aunt and he also goes with her to the garden. Mphatso keeps reminding her that one day he wants to be a doctor. He says he will learn because he has good people who are helping him. *“At the closing of the school year they told us to play a role of our dream. I want to become a doctor one day. I will work hard and become one. My teacher said I played it well. I am very thankful for the fees support that good people of the project help me with. Thank you, God bless you,”* he

expressed his dream.

Emanuel Njikho, 10 years old, is a std 8 boy at Mchengautuwa primary school. Emanuel went because of his education goals to the farm of his grandmother to learn and be escorted to school. He said that since he has been on this scholarship, he has always worked and he has never failed an end term exam. He says he will not miss this rare opportunity.

“I am a young boy. With this opportunity I don’t want to lose, I will always work hard so that I can be educated and build my future. I will work still harder so that I can pass my std 8 and go to secondary school. Thank you very much for the fees assistance”. he said.





John Njikho is 18 years old, he has been on the kid’s project since 2021. He stays with his aunt and goes to school at Mchengautuwa community day secondary school. He is form 3. After school and in holidays he does piece works in farms and building constructions to find resources for other basic needs such as clothing, text books school bags and transport and food at times.

He is grateful for the financial support of the fees. He said: *“my thanks to those that are sponsoring me, It is a motivation for me, I work hard for my future, I am lucky that I have this support”*

Agness Nkhoma is a student at the University of Livingstonia. She is studying social science – developmental studies. She was a mentor of the young girls during the implementation of the global goals project at Lilongwe girls secondary school. She passed her Malawi School Certificate Examination (MSCE) but failed to pursue her university studies due to lack of fees.

Staying with a single parent (retired truck driver) Agnes has been doing piece works and small scale businesses for the survival of the family. She is a new recruit of the Kid’s project for University education. She is very thankful for this support which will transform her life. *“I am thankful, I will work hard so that I can be out of this difficult life”* she said.



Adija Jawabu is a standard 5 pupil who is learning at Nikis primary school. She is supported by the **WoHF**. She is currently staying with her grandmother and 4 other siblings who depend on the hardworking of their grandparents. Being an orphan of 15 years of age in a rural village of Nikisi, TA Chilipa in Mangochi, Adija’s life has been challenging in accessing quality living standard. She lives in an area where there is poor sanitation and poor health care. Despite the school assistance that Adija receives, it is worrisome that she still faces the challenge of dropping out of school as she opts to marry - though she is still young - to ease pressure on the grandmother.

5.0 Success Stories

The journey was a success, we reached over 90% of the intended children. For the ones we did not reach, their distances were long with very bad roads to get to them, but we could appreciate and understand their failure. The interesting part was that they all looked forward to meeting us. They appreciated our visit and asked for yearly visits. They said we encouraged them that we could actually plan to reach them in their homes, not calling us to meet them at better meeting places. They said we sacrificed for them, this showed we cared for them. For us to hear this was very positive comparing with their living conditions.



Volunteer: "I did not know our kids were living in these most difficult environments. They did not ask me for money but they just were talking about their interest to be educated if their support would continue. Some said I was their model. I was amazed. The youth were different. Their expectations were a help for school uptake. We gave them some supplies: books to some, pens to some pens and soap to a few. They appreciated.

I am very thankful to Quality Centre for the support for this exercise as a young volunteer in the foundation, I gained experiences reaching out to the real vulnerable youth and talking with them

As they have asked for yearly visitation, I will be willing to take up this activity on a yearly basis, should it materialize".

6.0. Identified challenges

6.1 Poor sanitation in Malawi district

Despite being a location that is close to the largest water board in Malawi, over 60% of its population lacks access to piped water. This has not spared most of the students under our kid's project (Quality Center) as observed during the visit.

Lack of clean water has affected the learner's education uptake progress, they are exposed to diseases like diarrhea, cholera and other water borne diseases. When kids were sick, they did not go to school as everybody would not go and therefore they missed classes. Increased school absents were explained to be due to sicknesses like these and due to hunger



All the learners we visited, had risky pit latrines which were not clean, had big holes and not covered or with a bad shaped roof. The latrines were far from the homestead and surrounded by bushes posing risks of snakes and spread of diarrhea diseases affecting the student's uptake of their education process



6.2 Poor Housing

Poor housing structures are another main challenge. The picture illustrates a small grass thatched house that is used as a main house for the family of Samiyatu Gavanala, accommodating a family of 6 members.

This affects the daily life of Samiyatu likewise the other learners who are living in similar structures like this. Besides, they also lack of basic needs such as clothing, access to quality health care, long distances to schools as were expressed to be major concerns in their education uptake journey. These contributed to poor performance in many cases.

I here share a picture of one house in bad shape where I took myself a picture to share with. This is one of the houses our kids are living in.



At Samiyatu Gavanala's homestead.

7.0 Conclusion

Visiting the students that are being support by Quality Center has been an eye opener as the students were involved in a 1 to 1 dialogue. During the visit, we observed that the support has helped to keep the students in school despite their other challenges being faced. Nevertheless there is a need to consider addressing some of their critical challenges alongside the support they receive. Some kind of an embedded approach. The meetings also involved guardians of the students who showed optimism for improvement of students' school performance and progress.

8.0 Recommendations

- Most recommendations have been put in the above sections, like the recommendation by the kids that this should be a yearly activity, that came out as a strong recommendation for the program.
- As a team we recommend the activity to be part of the program to be acting as our monitoring exercise on the progress of our students and identifying implementations gaps of meaning to the project.
- There is need to a revised and embedded approach where could also be considered to find resources for critical issues.