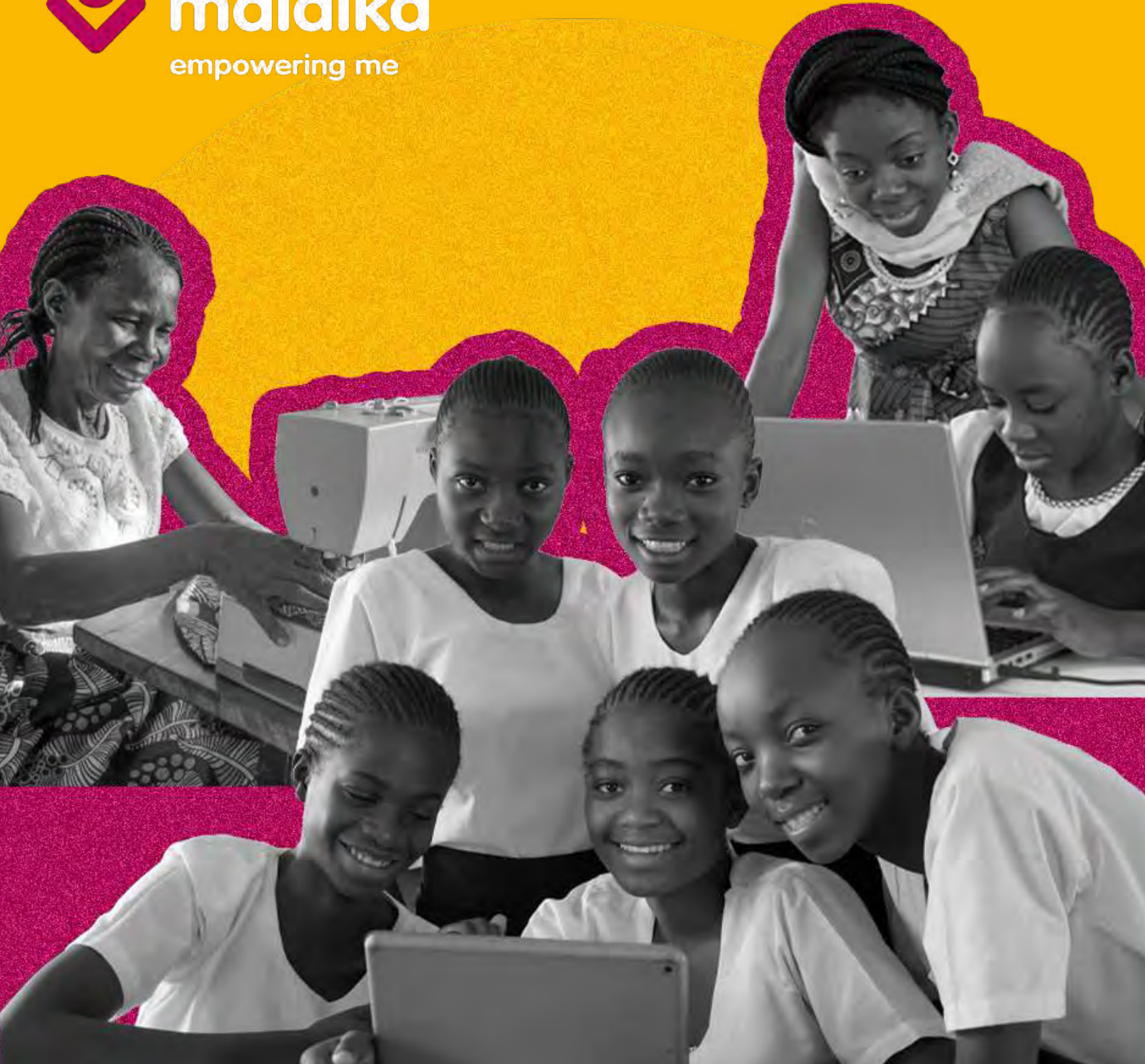




malaika

empowering me



Malaika

Impact Report | 2023

Our journey of empowering girls, transforming communities, and building resilience.

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Message from our Executive Director

Noella Coursaris Musunka | Founder & Executive Director, Malaika

Dear friends,

Three years after the outbreak of the COVID-19 pandemic, sub-Saharan African countries continue to feel its impact. The region's already-fragile structures were further weakened during the pandemic and its aftermath. The pandemic caused a significant disruption to education, with **almost nine out of ten of the world's children out of school at some point**. As of July 2021, a UNICEF report indicated that around 69 million children were out of school in Eastern and Southern Africa due to COVID-19 and other pre-pandemic factors.

The COVID-19 pandemic has also exacerbated existing disparities between boys and girls when it comes to completing their secondary education. In the Democratic Republic of the Congo (DRC), only 89 girls for every 100 boys complete lower secondary school education, and just 71 girls for every 100 boys complete upper secondary school education. Additionally, as a result of lockdowns and job losses, household incomes have been affected, and families have had to share the responsibility of caring for loved ones. In rural and peri-urban communities in sub-Saharan Africa, this responsibility has often fallen more heavily on female children.

At Malaika, we remain committed to helping overcome the challenges of the past three years, and our unwavering dedication to our core values is the driving force behind our continued existence. Despite the difficulties posed by the pandemic, we have received steadfast support from Kalebuka, and our staff and students have demonstrated incredible resilience in the face of adversity. Throughout it all, we have maintained a strong focus on providing the girls with the education and resources they need to thrive, while supporting the wider community with programs and initiatives.

Throughout our 15-year history, we have achieved remarkable success thanks to the ongoing support of the Kalebuka community, our partners, donors, volunteers, board of directors, and dedicated staff members who share our vision of a future where all girls can access quality education and reach their full potential in all aspects of life. Looking ahead, we remain committed to being a leader in providing innovative solutions to support the global education community.

With Gratitude,

Noella Coursaris Musumba



Our Impact In Numbers



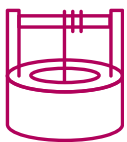
430

Students



12,000

Mosquito Nets
Distributed



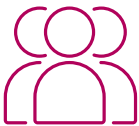
30

Wells Refurbished/
Built



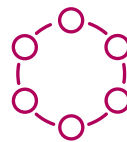
10,000

One World Futbols
Distributed



60+

Employees



500+

Comm. Center
Beneficiaries



115+

Mama Ya Mapendo
Beneficiaries



10,000

Water Pack Project



45,800

Access To Water

Stories like these inspire us!

Four women from our recent sewing program started operating their sewing shops. After acquiring the sewing skills, **they are now economically independent and able to sustain themselves and their families**

Through the Community Center's IT and English programs, **seven of our participants have been employed as teachers** across schools in Kalebuka.

Our Literacy Program, designed to help the community youth learn how to read and write, **helped three girls rebuild their confidence and rejoin traditional schools** in the Kalebuka Community.

Our Community Center Sports for Development Program provided a platform for **23 of our players to be selected to continue their football careers** in notable clubs in Zambia and Lubumbashi.

Stories like these inspire us!

Giselle Kapala, aged 47 is the mother of seven children. She stopped her studies to get married, which resulted in her becoming unemployed. As a result, five of her children could not complete their studies. It was in 2016 that Giselle learned of the Community Center and joined us with the sole aim of improving her French language. However, with time, she took a keen interest in other vocational programs the Community Center offered; after successfully learning how to sew and run a business, Giselle now works at the center as part of the Mama Ya Mapendo program. She can now support her family financially and provide her kids with the support they need to pursue their dreams. Her story inspired several women to join the Mama Ya Mapendo program when it started. **Giselle is a testament to when hope and determination meet opportunity.**



Where it all Began: The story of Kalebuka

Where it All Began: The Story of Kalebuka

Our story began with Kalebuka - here is why...

Home to 35,000 people, Kalebuka is a village situated in the southeastern region of the DRC. Life in this village, sitting on the outskirts of Lubumbashi—the country's second-largest city—exemplifies the communal spirit of kindness to all, even strangers. Most residents earn their living through subsistence farming or brick-making. Children feel safe in the community as every village member looks out for them. They have strong community ties and everyone is linked either by blood or by marriage.

They know each other, have been living together over the years, and support each other in times of need. However, their future is uncertain due to the lack of basic amenities that could make life less challenging day to day. Like most rural communities in sub-Saharan Africa, Kalebuka lacks access to necessities such as clean water, electricity, healthcare, and technology. Before Malaika was established in Kalebuka, the village was sparsely populated with only a few mud and brick houses scattered around. There were only two schools, which were not free, leaving many children without access to education.

Life in Kalebuka is challenging, with the average resident living on just \$1.50 per day. With large family sizes and limited income from selling farm produce or bricks, residents struggle to provide enough nutritious food for their children. As a result, families are forced to make difficult decisions that can have long-term implications for their children's futures. Education is often considered a luxury that few families can afford, with the male child often prioritized over the female child. In some cases, young girls are required to take on a motherly role for their younger siblings, while in other cases, they are married off at an early age to suitors.



These challenges make it difficult for the residents of Kalebuka to break the cycle of poverty and achieve a better quality of life.

Inadequate access to educational opportunities for girls in Kalebuka and other rural communities in sub-Saharan Africa often leads some of them into early marriages, as a means of supporting themselves and their families. This puts them at risk for unwanted pregnancies, unsafe abortions, and sexually-transmitted infections. Sadly, many girls die as a result of these complications.

When our founder had the idea of creating Malaika, she knew that addressing only the educational problem in Kalebuka was not enough to start the culture change we wanted to see in the long term. Malaika's approach to community development has been based on the understanding that improving access to education is not a stand-alone solution to the challenges facing the community. Our goal is to empower young girls through education, health, and wellness programs, and to create a community that is supportive of their aspirations. This approach has allowed us to establish a strong foundation that addresses the core needs of the community. Our programs focus on providing quality education, clean water and sanitation, health and wellness services, and community empowerment initiatives. We also prioritize the involvement of parents, community leaders, and other stakeholders in the design and implementation of our programs. This community-driven approach ensures that the solutions we provide are sustainable and meet the specific needs of the community. After 15 years of driving this change, we are excited to share our impact with you!



Our evolution throughout the years

2007

Provide orphanage support (paid school fees for students' primary, high school, and university education)

2010

Build first well

2011

Establish Malaika School, starting with 4 classroom blocks for 104 students

2013

Launch Kalebuka "Football For Hope" pitch and Community Center, in collaboration with FIFA foundation:

- Agriculture
- Youth literacy
- Sports for development
- Drop malaria project (mosquito nets, sensitize community members on malaria), 11,000 nets distributed

2014

Commence Sports for Development Program at the Community Center, with 300 beneficiaries in the first year

2018

Introduce structured IT and English classes

Launch Nzuri Thread program, delivering sewing, hand embroidery, entrepreneurship, and financial literacy classes

Begin sponsoring youth from the Community Center

Our evolution throughout the years

○ 2019

Introduce Sexual Education & Family Planning Project

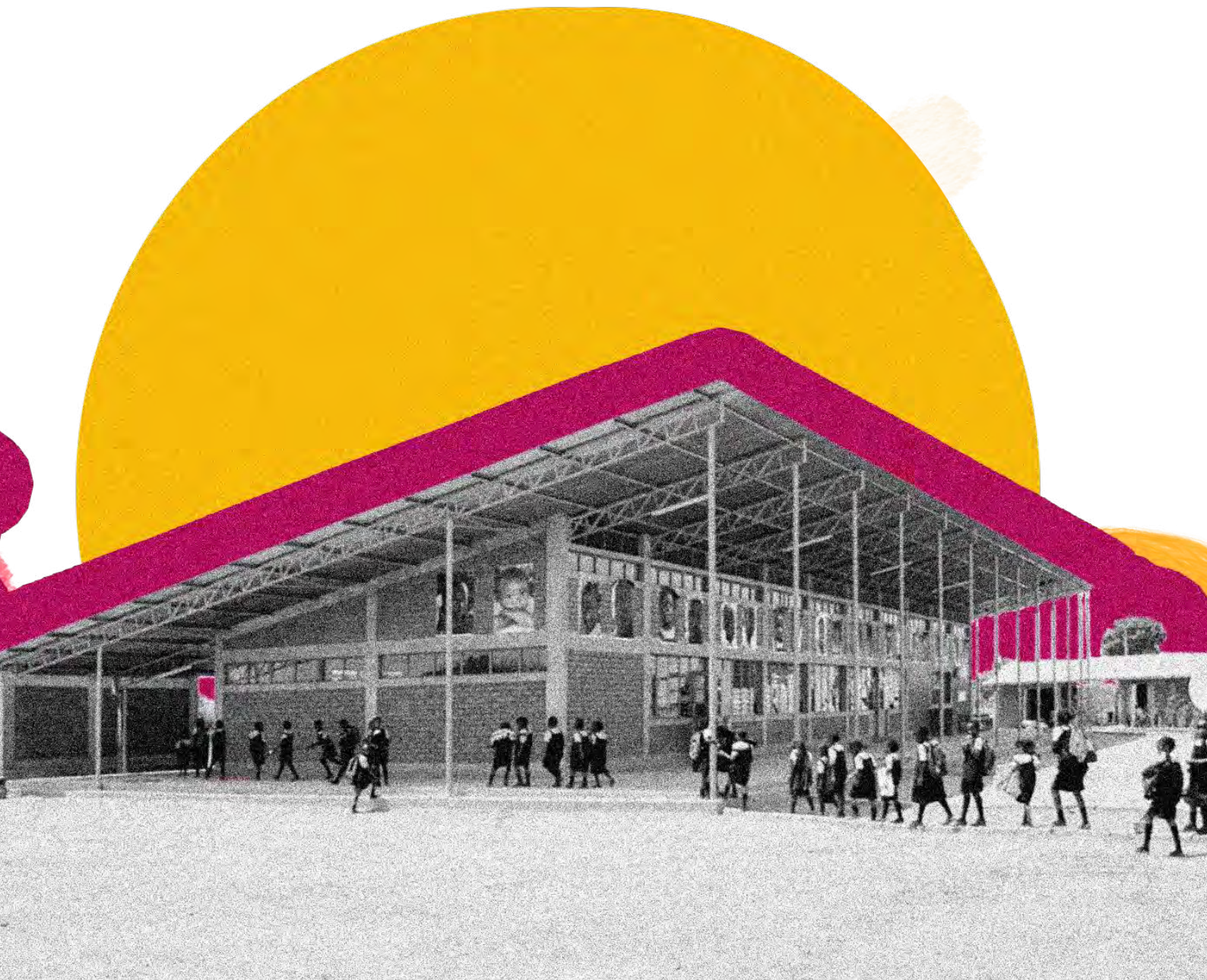
○ 2020

- Open the Malaika Community Center.
- Design the technical program
- Transition Nzuri Thread Program into Mama Ya Mapendo.

○ 2022

Introduce technical skills classes (housekeeping, catering, sexual & reproductive rights, gender-based violence).





Our Solutions for Education in Kalebuka

Our Solutions for Education in Kalebuka

Our School | Using a community-driven approach to build a sustainable educational system

Rural areas in sub-Saharan Africa are home to the largest proportion of the region's population. Yet, many residents in these areas live in poverty and lack access to basic social services such as healthcare and education. This situation is particularly challenging for girls, who are the most marginalized and more likely to be denied these services. For such girls, ensuring access to quality education is critical to addressing their economic disenfranchisement, promoting gender equality, and eradicating harmful cultural practices. By providing education to girls in rural areas, we can help unlock their potential and contribute to sustained development in these communities.



When we identified the gaps in the education system in rural DRC, we strategically designed an educational model that is community driven and globally focused. With the commitment of parents and full support of the community, we have made significant strides. The model is based on a strong curriculum, a state-of-the-art STEM pedagogy, and an integrated nutrition and physical education plan. Our educational model aims to provide a holistic approach to nurturing values, building confidence, and preparing young girls to become transformative leaders.

Our curriculum is designed to foster autonomy and creativity, empowering our girls to become innovators and creators of technology, not just passive users. We personalize our curriculum to meet the individual learning needs of each student, ensuring that they have access to the knowledge and skills that they need to thrive. Our peer-learning programs encourage collaboration, allowing our secondary school students to mentor and coach primary school students while fostering a sense of community and shared responsibility for learning.



When students are struggling to understand a subject, we enroll them in our catch-up program to help us better understand their needs and offer special tutoring to improve their performance.



Here is the success story of Kitoto and Alice, who were enrolled in our catch-up program by their class teacher, Mr. Lumbala.

Mr. Lumbala enrolled Kitoto in our catch-up lessons program when he discovered that Kitoto had a problem with comprehension. Despite her ability to answer questions and engage in conversations, Kitoto struggled to comprehend and provide answers to reading materials. With this in mind, Mr. Lumbala designed lessons tailored to her needs. Today, Kitoto is among the top five performers in her Grade 3 class. Kitoto's success is Mr. Lumbala's joy! He shares with us: **"The Kitoto experience taught me one thing: that with the right teachers, each student will receive the guidance and support they need to attain greatness."**

The story of Kitoto

After Mr. Lumbala discovered that Alice was struggling with mathematics, he promptly informed her parents about the issue. He suggested a specific math textbook that could assist Alice in catching up with her class. Additionally, he enrolled Alice in our catch-up lessons program for math. During these lessons, they worked together to solve problems and explore various creative ways of learning math. **As a result of their efforts, Alice is now performing exceptionally well in the subject.** She no longer fears it, and her confidence has increased significantly. They dedicated an average of one hour and thirty minutes per day to extra tutoring, while holding sessions on weekends when necessary. Alice's growth is precisely what every teacher hopes to see in a student, and Mr. Lumbala is delighted to have played a role in her success.

The Story of Alice

Our School | A focus on classroom design

At Malaika, we understand that a classroom is an extension of a student's imagination. As such, we place a lot of importance on creating a personalized space that breeds creativity and positivity for both students and their teachers.

Our design, lighting, wall paintings, and seating arrangements are all carefully curated to engender an atmosphere that encourages students to learn and explore their imagination. Malaika's vision is to create world-class classrooms that offer ample space, improved ventilation, and a welcoming atmosphere that students love to be a part of.

Malaika is also committed to being environmentally conscious in its building practices. We use bricks that help regulate the temperature in the classroom, ensuring that students remain comfortable during class, even on sunny days. By utilizing sustainable structures, Malaika aims to foster a more holistic approach to education that prioritizes the wellbeing of students, teachers, and the environment. We source these bricks from the Kalebuka community in our quest to support local businesses.

Our class design is a collaborative effort between our art teacher and students. By involving students in the design process, we ensure that they are fully engaged in the learning environment and feel a sense of ownership over their classroom space. Our approach is a key part of our commitment to providing world-class education that inspires and empowers our students to reach their full potential.



Our School | A focus on our extracurricular activities

Research suggests that participation in extracurricular activities increases school attendance, builds self-confidence, and creates the spirit of teamwork among students (Finn,1993). Such insights form part of the reason why we encourage students to actively participate in a wide range of afterschool activities.

At Malaika, we offer many exciting extracurricular activities to our students. Our girls have the option of enrolling in gymnastics, piano and flute lessons, tennis, dancing, football/soccer, athletics, and art. We are committed to providing our students with diverse opportunities that allow them to explore their interests and develop their skills outside of the classroom. Over the years, we have seen sustained interest in these extracurricular activities, with many of our students demonstrating exceptional talent and passion for their chosen activities. The excellent training and coaching our girls receive in these activities have led to their selection to participate in national tournaments for the country.



Our School | Awards from extracurricular activities

Award	Position	Year
Tennis Local Independence Day	Winner	2022
Tennis Local Championship	Winner	2021
Football local Championship	Winner	2021
International Tennis Competition, Zambia	2nd Place	2021
International Tennis Competition, Zambia	3rd Place	2021
Tennis National Competition, Senior	2nd Place	2021
Tennis National Competition, under 14	1st Place	2021
Inter-school tournament	4th Prix Cadet Fille	2020
Inter-school tournament	3rd Prix Cadet	2020
Inter-school tournament	2nd Prix Cadet	2020
Inter-school tournament	2nd Prix Benjamin	2020
Inter-school tournament	3rd Prix Benjamin	2020
Inter-school tournament	2nd Prix Junior	2020
Inter-school tournament	3rd Prix Junior	2020
Inter-school tournament	1st Prix Junior	2020
Inter-school tournament	1st and 2nd Place	2018
Football local championship interschools	Winner	2017

Table 1.0: The list of laurels won by our students

Our School | Awards from extracurricular activities



Our School | The model for evaluating performance

We believe that assessing our students' performance is crucial to improving their learning outcomes and enhancing the quality of teaching. The data we collect from evaluating the performance of our students helps teachers to spot subjects students are struggling with and then adapt their teaching style or strategies to help improve performance.

1. **Autonomy:** we use social innovation projects and programs to explore how our students focus on and solve problems on their own with little or no supervision.
2. **Social Evaluation:** when evaluating our students socially, we look at their impact on their community. For us, the ability to use what they learn to make informed career decisions, change the status quo in their communities, break glass ceilings, and become daring fulfills our core purpose of building transformative leaders.

The performance of our teachers is also very important to us. We evaluate our teachers on 5 key performance indicators, their goals for the academic year, and their adherence to Malaika's core values.

Impact in Numbers: A focus on number of students and teachers

2011



104

Number of Girls



4

Number of Teachers

2022



421

Number of Girls



20

Number of Teachers



25 - 30 students

Average class size

Our School | The model for evaluating performance

At Malaika, we use the Maslow hierarchy of needs approach in providing a holistic solution to the education of our girls (see Figure 1 below).

- 1. Physiological needs:** we understand that students cannot fully participate in class if they are struggling with their most basic needs. This is why we provide our students with free education, two hot meals per day, stationery for learning, school uniforms, textbooks, iPads/tablets for online studies, raincoats, and boots.
- 2. Safety needs:** our students are assured of a secure and conducive environment for learning equipped with modern technology and a well-trained team to provide an engaging and fulfilling learning experience.
- 3. Social needs:** we provide our students with a place to call home, loving staff who are enthusiastic about mentoring, and a qualified counselor who supports their psycho-social development. Our students are also able to tap into a network of local and international friends.
- 4. Esteem needs:** our curriculum is designed to boost confidence, integrate extracurricular activities, and introduce students to the world of work through internship opportunities.
- 5. Self-actualization needs:** with our holistic approach to education, we provide our students with a sense of belief in their competence and capabilities. This helps them to drive change everywhere they go.



Our School | What our students say about us

I lost my parents in kindergarten and, since then, Malaika has become my main provider. I have access to free food and quality education. At Malaika, I am inspired to become a leader who drives change. One of my highlights at school is visiting the IT lab. Learning about coding has opened up a new world of opportunities for me in programming and shown me the kind of impact I can have in the world.

I am involved in a variety of extracurricular activities at Malaika, including playing the flute, conducting research, and playing basketball. These opportunities have helped me develop my skills and confidence, and I feel optimistic about my future. At home, my other siblings are unable to attend school due to financial constraints, so I serve as their teacher when school is over. Being able to teach them brings me a lot of joy. I also appreciate the excellent healthcare coverage provided by Malaika, including access to a school nurse whenever I am feeling unwell. **I am grateful to call Malaika my home.**

Julian | Grade 4 Secondary School

My name is Estelle. I live in Kalebuka. After my university education, I want to be a medical doctor to improve healthcare in my village. I like Malaika because it has offered me an enormous opportunity to grow. **I do not like the fact that I have friends who are married with kids at the age of 15 and have no access to education. That's why I am excited that schools like Malaika exist to support us.** In my free time, I visit the school library to read and learn more about how I can contribute to making Kalebuka a better place.

Estelle | Grade 4 Secondary School

Our School | What our students say about us

My name is Godelive. I am 15 years old. When I moved to Grade 4, I had challenges in math and chemistry. My teachers had the patience and time to support me during this period. Now, I love these subjects. **Another thing I love about Malaika is that I get to read lots of books from the library, which is rare in Lubumbashi.** In addition, our curriculum allows us to be advanced in our subjects. I can now execute math for Grade 5 students even though I am in Grade 4.

Godelive | Grade 4 Secondary School

My name is Cornelice, and I am currently in grade four pedagogy. **Malaika has taught me to be a model student in my community. I dress well, I know my values, and I am disciplined. I am independent and perform complex tasks on my own.** In addition, I love the fact that Kalebuka has improved since Malaika came here. There is a new level of freedom and a quest to grow that was not here before.

I used to struggle in math, but thanks to my classmates I have seen a massive improvement. I am now an above-average student. Our teachers are patient with us and this gives us confidence to ask more questions during lessons.

Cornelice | Grade 4 Secondary School

Our School | What our students say about us

I live in Kalebuka village with my family of seven. Malaika has given me the chance to believe in myself. I have had the opportunity to speak to different visitors across the globe who come to the school. I am now more confident in myself. I am also multilingual, with proficiencies in English and French. I love the extracurricular activities and the kind of professional help we receive. I am part of the football team, and with the support of our coach and my commitment to becoming a great player, I was selected to play football for T.M. Mazimbe women.

I know friends who are married because they could not access quality education as I have. We are provided with different meals each day. I feel healthy here. I am currently growing vegetables with some of my classmates as part of our entrepreneurship program, and we use proceeds to support other students. We used our first proceeds to buy four bags of flour, eggs, and a bag of onions. We have also provided vegetables from our entrepreneurship program to the school kitchen to prepare our meals. **Concerning my psychological well being, the school psychologist helps me. I feel at ease going to see the psychologist or teachers when I want someone to talk to.** I used to fall sick often. I didn't know what was wrong but through Malaika's healthcare program, I conducted several tests, and it was discovered that I had appendicitis, which was treated for free.

Joselyne | Grade 4 Secondary School

Our School | What our students say about us

Malaika has provided me with opportunities to start my own projects and the necessary resources to support them. One such project is my coding program. For my English lessons, my teachers and colleagues are always supportive, and this empowers me rather than making me feel less confident.

I like it when visitors come to Malaika; they inspire us to aspire for more by encouraging us to apply to universities and prioritize our career development. Malaika also takes care of my healthcare needs, providing me with medical attention when I feel sick or unwell. I also benefit from menstrual hygiene sensitization from the school nurse. In the past, menstruation was considered taboo, but Malaika has opened up conversations around this topic, and I now share this knowledge with my friends, family, and the community. I also spread this information I learn with my friends in the community, my mother, and my siblings. For the past three years, Malaika has provided us with pads, including reusable ones, which can be expensive to buy, so having them for free has been a significant help.

I have also learned how to work in groups and teams during my internships. Malaika encourages us to own our dreams and I am really grateful for that.

Lauriane | Grade 4 Science secondary school

Our School | What our students say about us

My name is Marceline, and I've been a part of Malaika since I was 6 years old. Malaika has made a tremendous impact on my life and my community. They have provided clean water and training programs that equip young people in Kalebuka with essential skills for employment, allowing them to support themselves and their families.

In addition to their academic curriculum, Malaika has given me access to a variety of extracurricular activities, including tennis. Tennis is expensive in the DRC, but I have access to experienced coaches who have trained me since Grade 4. I have been able to win awards in both local and international tournaments in Zambia, and my dream is to become a bigger tennis player than Serena Williams!

Malaika has opened doors to the whole world for us. I feel like I can be in DRC and connect with young people across the globe.

On Saturdays, through our e-learning sessions, we learn mathematics with teachers in the US and also take IT lessons from a Microsoft representative. I don't think this is common for most schools in DRC.

Malaika also provides internships, which are hard to come by in DRC. With their support, I was able to secure an internship with Electronic Congo Development. During this experience, I learned valuable skills such as building websites through coding and connecting two computers through networking. I now dream of becoming an IT engineer because I have the resources available to help me achieve that.

Marceline | Grade 4 Pedagogy secondary school

Graduated and currently furthering her education at the university



Our Solutions for Building Resilient Communities

Our Community Center | A place for training and skills-centered programs and sensitization

When we established Malaika, our primary objective was to create a model that was deeply rooted in the local community. We recognized that strengthening local communities and integrating marginalized groups was crucial to achieving the success we were aiming for. We also understood that meeting the basic needs of the people was fundamental to community development and economic empowerment. As such, our Community Center provides support for the community through a three-pronged approach.

1. **Our Sports for Hope model:** In 2013, we partnered with FIFA under the 'Football for Hope' project to establish our community development program. Our goal was to provide youth and adults in the Kalebuka community with opportunities to improve their basic literacy skills and acquire vocational and life skills, which would enable them to secure employment or create jobs for themselves. We aimed to use sports as a unifying tool for young people and adults in the community. With a football stadium and one community center, we started attracting youth in Kalebuka whose main occupation was either making bricks or farming. We enrolled these young people into our Sports for Development Program and used the opportunity to educate them on sexual health, discipline, basic literacy, arithmetic skills, and agriculture.



Our Community Center | A place for training and skills-centered programs and sensitization

2. Our economic empowerment model for women:

In 2018, we further expanded the scope of our Community Center by introducing more programs. One of the initiatives we added was the Nzuri Thread Program, which was designed for women and young adults in Kalebuka who had passed school-going age. We created a safe and conducive space for them to learn sewing, embroidery, entrepreneurship, and financial literacy. Now under the brand name Mama Ya Mapendo, these women have developed a skill that has become beneficial to themselves and their families. They have also been instrumental in sewing uniforms for our students, designing bags, and creating other handicrafts that are sold at Malaika. During COVID-19, our Mama ya Mapendo women sewed more than 1000 facemasks, which were distributed to our students and community.



3. **Our vocational training model:** In 2022, to further advance our mission, we introduced a technical training program in partnership with the Caterpillar Foundation and Congo Equipment. This program trained young people in engineering, mechanics, welding, and other technical-oriented skills that provide immediate employment to trainees. 40% of our technical students were female—much higher than the industry average—and 100% of students who completed their training passed and graduated.



Our Community Center | What our beneficiaries say about us

In 2011, I joined the Community Center as a student. I could not even put a thread in a needle but now I can sew everything. I even sew my clothes and make uniforms for the students. I am now getting money for my craft. I am no longer dependent on others for survival. I love every bit of this experience. **At 45 years, I was illiterate and jobless, but I was given an opportunity and seed money to support me.** In addition to acquiring a skill, I can now speak fluent French. At age 56, I am an entrepreneur. I am educating my children and I can take care of my family. I have introduced two family members to the Community Center training program, and they have learned how to sew and are now recognized tailors in their community.

Constance Kilolo Jordaniel | A parent and a Mama Ya Mapendo beneficiary

Before Malaika was established in Kalebuka, I was a vendor at the market. After a while, I had nothing to do. When Malaika's Community Center opened, I decided to come to benefit from the program. As I could neither read nor write, I told myself to start with literacy, then I had to do cutting and sewing, entrepreneurship, family planning, and the cooperative. By the time I finished with the training, I was no longer staying at home. I opened a sewing workshop, and I started to earn money. **Malaika helped me a lot. It awakened me, like an adage that says: "If they give me food I will eat one day, but if they teach me to fish, I won't be hungry anymore."** That is what Malaika offered me.

Flavie Kaingwa | Mama Ya Mapendo beneficiary

Our Community Center | What our beneficiaries say about us

Malaika helped me learn to read, write, and speak French - something I could not do initially because my parents could not fund my education. **Without Malaika, I would have ended up at home without a clear purpose for my life.** I am delighted to be part of the Community Center and benefit from its activities.

Kampela Mufunga Olga | Community Center beneficiary

Malaika gave me a free education, and I benefited a lot. Today, I am able to read and write, and I have also enrolled in the technical training program as an electrical engineer.

Thanks to Malaika, I have hope for my future and I am proud of the woman I am becoming.

Fanny Wa Mwenge Nathalie | Community Center beneficiary

What makes our model successful | A community-driven approach

When we discovered the root cause of the challenges in the Kalebuka community, we realized that our solution had to go beyond providing infrastructural support. Instead, we tackled the issue from the root: changing the mindset of the people in the community, empowering women to become financially independent, using sports as a tool for health advocacy, and improving literacy among youth and adults. With this approach, parents were oriented to send their children to school, girls were encouraged to be in the classroom and early marriages were reduced, and mothers received their own source of income through our skills development program. They became the first role models to their daughters and the community at large.





Our People

Our People

At Malaika, we have a dedicated team committed to our core vision and purpose. We aim to attract and retain the best talent locally and internationally, and remain highly invested in building the capacity of our team. Our employees and volunteers come from diverse backgrounds with different career experiences in education, banking, medicine, software engineering, arts, and design, among others. This diversity of experiences and expertise has significantly contributed to our innovation and creativity. The majority of our teachers have a diploma in Pedagogy and a degree in education from our national Institut Supérieur Pédagogique (ISP). About 70% of our teachers are from the ISP, and 30% come from other universities.



When hiring, we scout for the top talent through a rigorous and interactive process. We look out for how each candidate's values align with the values of Malaika and our quest to empower our students. Our recruitment process enables us to build a competent task force. Our teaching and non-teaching staff are willing to go the extra mile. There is no closing-time at Malaika when it comes to supporting our students.

To ensure the continued growth of our employees, we conduct annual learning-needs assessments based on gaps, growth opportunities, and our organization's succession plan. We have partnered with several local and international organizations as well as university professors, government inspectors, directors, individuals, and volunteers from different career backgrounds to offer training opportunities to our team. We have summer training programs, online courses, and exchange programs that benefit our employees. We allow for the transfer of talent amongst our team members. When we discover the potential in an employee, we nurture that skill to fit both our strategic goals and the employee's career plan.

We believe that capacity building is crucial for the growth and success of our organization. Our highly-skilled team is actively involved in knowledge-sharing activities with other private schools in Lubumbashi, where our teachers are invited to share their experiences and train other teachers. Our staff benefit from a comprehensive welfare package that includes healthcare, transportation, and meal programs, enabling them to focus on their work and contribute to the growth and success of Malaika.

Malaika's culture is built on accountability; it is open, non-judgemental, and rooted in growth and love to drive operational efficiency and excellence. We perform annual performance evaluations of our staff and use that data to make informed decisions.



What our employees say about us!

When we first established Malaika, we could never have imagined the extent to which our organization would expand and grow. I vividly remember when Kalebuka was still a remote, sparsely-populated area with few houses around. Commuting from town to work was an arduous journey, as the route was not clearly defined and the road was bumpy. It used to take me close to two hours to get to the school. However, despite the challenges, it was always heartwarming to see the women with their hoes and baskets and the men on their way to the farms every morning. The peaceful and serene atmosphere was lovely to behold. Sadly, the village lacked clean water, and many community members were destitute, with no access to basic necessities such as food, shelter, or clothing. Family planning was non-existent, and numerous young girls were giving birth with no access to education. However, with the help of Malaika, we have seen tremendous progress and positive changes in Kalebuka.

I feel incredibly proud and fulfilled when I witness the remarkable transformation and growth of the girls we work with. We have been privileged to witness the girls' journey from kindergarten to Grade 9, and it is incredible to see how much they have accomplished and developed during this time. Those who knew the girls from the beginning would hardly recognize them today. This is a testament to the tireless efforts of each teacher who has worked diligently to make our dream of transforming the lives of these young girls a reality. My love for children and the vision of the school has been my driving force, and seeing our dreams become a reality has been incredibly fulfilling.

Madam Therese | Teacher | 11 years

What our employees say about us!

I started my job as a very young employee. I now have the autonomy to develop and act on my own. I have transitioned from a secretary to a cashier and an administrator. I have benefited from countless training opportunities in secretaryship, financial management, leadership, and management training.

Natacha | Non-teaching staff | 10 years

Malaika has been more than just an organization to me since I completed my university education. It has become my second college, providing endless opportunities for growth and development. As a teacher in the school, I am constantly learning and expanding my knowledge. Malaika has provided me with incredible support, not just in my teaching role, but in developing skills such as entrepreneurship and leadership. The opportunities for growth are numerous, and I feel incredibly fortunate to be part of such a dynamic and forward-thinking organization. Our curriculum is another area where Malaika stands out. It is holistic and goes beyond the national curriculum, requiring extensive research and training. Being part of a team that is always a step ahead when it comes to curriculum development has been both challenging and fulfilling. With the experience I have acquired and the amazing family of teachers I have found at Malaika, I feel confident and competent in my abilities as a teacher. The organization encourages and fosters the development and use of our talents in innovative ways, providing a chance to start new things and grow in new directions.

Malaika is breaking barriers, and I am happy to be part of this journey!

Monsieur Bavon Musabila | Teacher | 7 years



Our Community Support Programs

Our Community Support Programs

Our COVID-19 Response

The COVID-19 pandemic brought about unprecedented challenges to people worldwide. The education sector was not spared, especially in Africa. Schools were forced to close their doors, depriving students of learning opportunities. For the girls in Kalebuka whose only safe space is within the four walls of our learning institutions, this closure had dire effects. However, at Malaika, we pride ourselves on the proactiveness of our team in anticipating challenges to the successful delivery of our mandate and the attainment of our goals. Our team quickly convened to explore ways to mitigate the effect of the pandemic on our girls.



One of the first things we recognized during the lockdown was that our girls would miss out on the two daily meals we provided at the school. To remedy this situation, we proactively engaged our donors who supported us financially to provide food and other COVID-relief items to the families of our students, our community, and our staff. We also ensured that our staff received their monthly salaries to sustain them during the period.

Further, in response to the lockdown in DRC, we knew we had to find innovative ways to continue teaching our students and prevent a potential gap in their education. To rectify this anticipated problem, we developed a "lockdown school model" that could work for our students while sustaining their interest in learning. To achieve this, we met with all our teachers and started designing different study modules for students to practice at home. With the support of parents and teachers, we distributed assignments each week to their homes and collected them over the weekend for marking and corrections.



When we discovered students had specific problems with the assignments, we called their parents on the phone to tutor the students until they gained the understanding required for the topic.

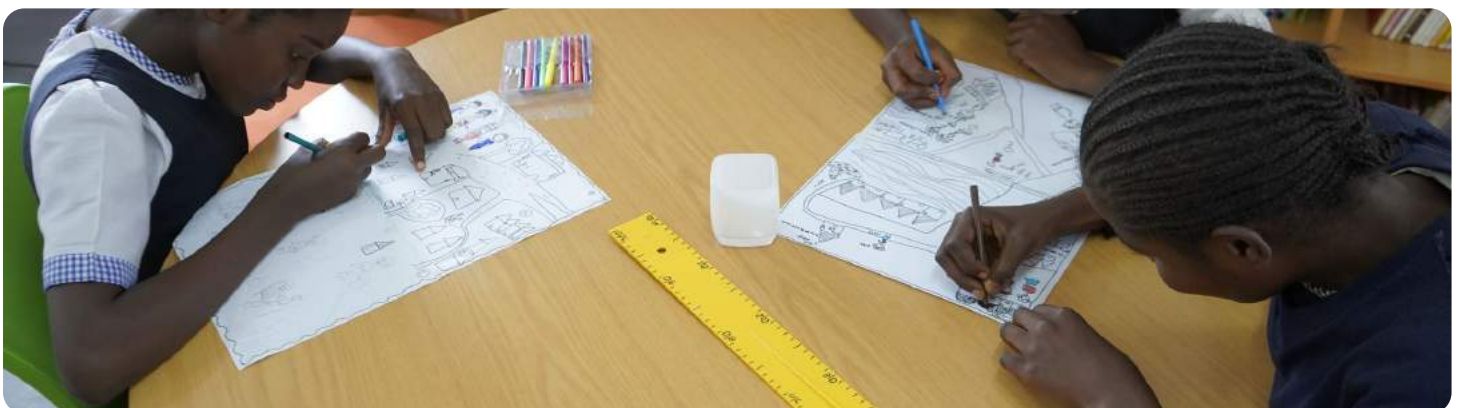
Also, knowing firsthand the mental health challenges that families and children were faced with during the pandemic, we called parents weekly to check up on our students. Through these calls, our students were assured of our continuous love and support. We also organized virtual fireside chats with experts and trainers across the globe to provide mentorship to students. These programs were very instrumental in the career and personal development goals of our students.

Post-COVID Recovery Activities

Internship opportunities for final-year students

Continued e-learning opportunities

Teacher-training programs



Projects in the community

Despite the post-COVID challenges, we expanded our Community Center offerings by including technical training programs for over 80 young women in Kalebuka and surrounding communities. Over the past 15 years, we have expanded our wells project from 1 to 28 wells, serving over 35,000 rural people in Kalebuka.

Summary of Projects by Malaika


Project	Beneficiaries	Year	Project Status
Malaria Project	Distributed over 11,000 mosquito nets to the Kalebuka community to help with Malaria prevention	2014-2019	Completed
Wells Project	Built and refurbished over 30 wells within Kalebuka and outside the community to provide over 35,000 residents with clean water	2011	Ongoing
Project Cure	In partnership with Project Cure, we provided donated medical supplies and equipment to hospitals and clinics in DRC	2017	Completed
Water Pack Project	Delivered 10,000 packs around the Katanga area including villages over 300km from Kalebuka	2017	Completed
One World Football Distributing Project	Delivered 10,000 balls around the country	2014-2015	Completed

Our First Graduating Class

July 27, 2023 marked a historic milestone for Malaika, with the graduation of 17 girls who had studied with Malaika for the past 12 years. We feel fulfilled to witness these girls embark on the next chapter of their lives, and we are eager to see them implement all they have learned while at Malaika. We are certain of their commitment to contributing to the change in Kalebuka, the DRC, and the world at large. Our doors remain open to supporting them all the way to becoming the transformational leaders they aspire to be. These 17 girls are proof of everything we stand for at Malaika. They embody resilience, hard work, and determination. We are proud of them for graduating and setting an example for the younger students to emulate.

Onwards!





**"I AM PROUD TO BE AT MALAIKA BECAUSE IT HAS
BECOME A BIG FAMILY TO ME. IF I HADN'T STUDIED AT
MALAIKA, I WOULDN'T HAVE HAD THE OPPORTUNITIES
AND DREAMS I HAVE TODAY. I'M WISE IN MANY AREAS -
AND I KNOW HOW TO MAKE CHOICES WHEN IT COMES
TO MY LIFE."**

Horciline Kabaso - Graduated in Pedagogy and furthered her education at Université
Protestante de Lubumbashi, studying Information and Communication Science.

www.malaika.org