



**HOPEVIEW
RESOURCE CENTRE**
A place to learn, discover and grow

ANNUAL REPORT 2025

HOPEVIEW RESOURCE CENTRE

A place to learn, discover and grow

A special education centre that focuses on promoting equal access to education.

KEY HIGHLIGHTS

Hopeview Resource Centre is a special education centre that focuses on promoting equal access to education. The following report highlights the milestones and challenges faced in 2025.

01

ENROLMENTS

Enrolled students increased from six (6) in January 2025 to 25 in December.

02

AVAILABILITY OF LEARNING RESOURCES

Elementary learning resources were partly bought and partly made by staff. The teachers improvised, but more learning resources was, and is, needed.

03

IMPLEMENTATION OF INDIVIDUAL EDUCATION PLANS (IEP)

All learners had an IEP that focused on the learner's needs, strengths and how to mitigate the challenges identified.

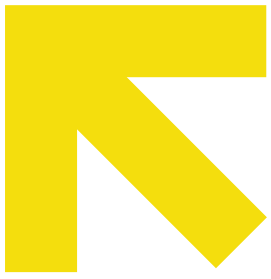
04

AWARENESS CAMPAIGN

An awareness campaign was conducted in March 2025. It attracted over 150 people within the vicinity of Mzuzu under the theme 'Acceptance and Support for Special Education; a Gateway to Unlocking One's Potential'. The campaign focused on the definitions of special education and acceptance of children/young people with developmental delays within families and in society at large.



PROGRESS REPORT



Increased enrollment

Enrollment has experienced a significant increase, rising from six to twenty-five learners. This growth, which includes ten girls and fifteen boys, marks a major milestone in our mission to provide special education to a greater number of targeted beneficiaries.

The Centre offers a holistic approach to learning that encompasses the learners' cognitive, social, and emotional aspect of development.



As one parent testified;

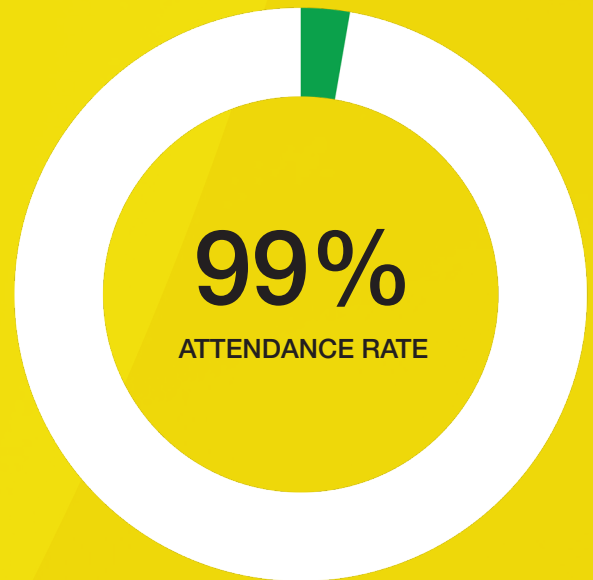
I have noted great changes in how my son is behaving now, he is a bit calmer, and he can share one or two things about what he has learned at school. The environment at Hopeview is very conducive for special education learners.



Attendance

Building upon the impressive attendance rate, we have the pleasure of reporting that The Centre's latest figures show an attendance rate of close to 99%. This outstanding statistic is a direct reflection of our vibrant learning environment, where our learners genuinely enjoy and look forward to coming to school.

Their enthusiasm is so profound that it has sparked requests from several students for the introduction of weekend classes, demonstrating an eagerness to extend their educational engagement beyond the regular schedule.



Teaching and learning resources

The Centre ensures a rich and dynamic teaching environment through a diverse array of resources, ranging from foundational tools like books, worksheets, and notebooks to interactive and technological aids such as educational games, concrete manipulatives, computers, tablets, and augmentative and alternative communication (AAC) devices.

This strategic blend of traditional and modern materials has yielded tangible progress, most notably in the learners' growing proficiency with computer skills and basic Microsoft Office packages.



Individual Education Plans

The implementation of Individual Education Plans (IEPs) has proven to be a resounding success within our learning environment. These tailored documents serve as an indispensable framework, providing educators with a structured and consistent method for monitoring, following up on, and evaluating the specific progress of each learner. This systematic approach ensures that every student's unique needs and goals are actively tracked and supported.

SCHOOL WORK

We have observed that the learners, to a varying degree, have shown improvement in the following learning goals:

- Improved writing skills
- Improved reading skills
- Improved mathematical skills
- Improved attention ability
- Improved adaptability
- Improved practical and self-help skills
- Improved communication skills

Social Skills of learners

We have observed that the learners, to a varying degree, have shown improvement in the following social skills:

- Engaging positively with other children
- Learning to take turns
- Answering other people's questions
- Showing empathy
- Handling disagreement
- Emotional regulation

Extra-curricular activities

The Centre offered the following extracurricular activities and vocational training.

- Music
- Arts and Crafts
- Reading club
- Yoga classes
- Cookery
- Computer studies
- Drama club

AWARENESS CAMPAIGN

Terms like special education and special educational needs (SEN) were clarified as most people tend to confuse the two. A list of some characteristics of children with SEN was shared and discussed. The diverse reasons why some children struggle in school were articulated, both concerning visible and invisible challenges.

A cross section with attendees revealed that they knew little about special education. Some promised to refer special children they are aware of who are not presently attending any school or resource centre.

The educational rights for all were emphasized and the “Leave no one behind” agenda was addressed and expounded.



CHALLENGES



Limited Learning Resources

Though the centre was able to provide teaching and learning materials, gaps were foreseeable as special education equipment is relatively expensive to deliver. The one-on-one teaching approach entails that resources need to be customized to suit each learner. Playing materials were inadequate and we need more and diverse educational software.



Nutrition

Most learners are from low-income households that struggle to meet daily living needs such as breakfast and lunch. These meals are essential for the learner as learning on an empty stomach is not a desirable situation. It disturbs the learning curve for the children already struggling. It put a huge strain on some of the learners and the parents/guardians in the year that has passed.



Failure to Pay Tuition Fee

Most learners are from low-income households that struggle to meet daily living needs. Payment of tuition fee is a challenge for most parents and guardians rendering our services equally challenging.

CONCLUSION

Conclusion

2025 was a successful year filled with progress and continuous learning to improve provision of high-quality special education. We look forward to making great strides in 2026, but to reach our goals we need support in many areas.

CALL FOR SUPPORT

1. There is a great need for Scholarship-support to learners from low-income households.

2. Assistive technology equipment

- a. Educational software
- b. Text-to-speech software
- c. Speech recognition software
- d. Mind-mapping tools
- e. Alternative keyboards and mouse devices
- f. Augmentative and alternative communication devices

3. Learning materials

- a. Visual tools to aid communication
- b. Sensory tools and equipment
- c. Books and literature
- d. Consumables – printer ink, exercise books, pencils etc.
- e. Sports, arts & craft and musical instruments

4. Support to enable us to employ more staff

5. Support to provide learners with lunch



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www.hopeviewrc.org

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