

Temwa Bursary Scheme

Mid-Year Report

Reporting period: September 2025 to July 2026

During the 2025/26 academic year, Temwa's Bursary Scheme supported 21 learners (8 male, 13 female) from households experiencing socioeconomic disadvantage to remain in secondary education across four Community Day Secondary Schools in Nkhata Bay North: Chipunga, Chikwina, Usisya and Mzgola. All of these students are supported with funding from Nick-Weber Trust.

Project overview and aims

Secondary education can provide young people with a pathway to further study, improved livelihoods and greater participation in the social and economic life of their communities. However, for children from vulnerable households in rural Nkhata Bay North, the costs associated with attending school can continue to place secondary education out of reach, even where tuition itself is free.

Temwa's Bursary Scheme aims to increase access to secondary education for children from households experiencing socioeconomic disadvantage. This year, the scheme has supported 21 learners across Chipunga, Chikwina, Usisya and Mzgola Community Day Secondary Schools.



Figure 1. Bursary beneficiaries at Usisya Girls Hostel in their school uniforms.

Outcomes and achievements

The reporting period coincided with the introduction of free secondary education in Malawi in September 2025. While the removal of tuition fees represented an important step towards widening access, families experiencing financial hardship continued to face significant costs, including uniforms, shoes, stationery, examination materials, accommodation and meals. Temwa therefore adapted its support to focus on the practical necessities that learners needed to attend school consistently and participate fully in their education.

During 2025/26, support included school uniforms, shoes, socks, stationery, mathematical equipment, solar lamps and, for 13 female learners, boarding assistance covering accommodation and meals within school premises. Four new beneficiaries were recruited on the Temwa Bursary Scheme, to replace 3 beneficiaries that graduated the previous year, having sat for MSCE, and one learner who had failed JCE. Temwa also monitored learners' academic and behavioural progress and used school visits to provide psychosocial support. Together, these interventions were designed not simply to enable enrolment, but to help young people attend regularly, learn with dignity and remain engaged throughout the school year.

Across the academic year, every bursary beneficiary remained in school. Twenty-four of the 25 learners passed their Term 2 examinations, giving a 96% pass rate, and 20 learners met or exceeded their individual academic performance targets. Ten beneficiaries also reached an important educational milestone by sitting national JCE or MSCE examinations in June and July 2026.

Outcome 1: Essential material and practical support



Figure 2. Bursary Beneficiaries at Chipunga CDSS.

During the reporting period, Temwa provided all 25 bursary beneficiaries with a package of essential school clothing and learning materials. The uniform package included school shoes, socks, trousers or skirts and shirts. Learners also received pens, exercise books, mathematical sets and solar lamps. Writing materials were procured at the beginning of the academic year and distributed termly so that learners continued to have access to the supplies they needed throughout the year. Solar lamps were distributed at the beginning of the school year so that learners without access to reliable lighting could study.

Temwa also provided boarding support to 15 female beneficiaries across Chipunga, Chikwina, Usisya and Mzgola Community Day Secondary Schools. Payments were made directly into school bank accounts and covered accommodation and meals provided on school premises. This support addressed practical barriers that could otherwise have disrupted the learners’ attendance and continued participation in education.

Outcome 2: National Examinations (JCE/MSCE)

Temwa monitored the academic and behavioural progress of bursary beneficiaries through visits to each of the four participating schools. Monitoring visits took place twice during the year, covering Terms 1 and 2. In addition to reviewing examination results and progress against individual targets, staff used these visits to engage with learners and provide psychosocial support. This was particularly important because many beneficiaries come from households experiencing significant socioeconomic hardship.



Figure 3. Graduation Day at Chipunga CDSS.

In Term 2, 24 of the 25 bursary beneficiaries passed their examinations, representing a 96% pass rate, compared with 90% in Term 1. Twenty learners (80% of all beneficiaries) met or exceeded their academic score targets. These results suggest that the combination of material support, regular follow-up and personal encouragement helped learners remain engaged in their education. Ten bursary beneficiaries sat national JCE or MSCE examinations during June and July 2026, with results pending.

Outcome 4: Student allocation for the 2025-2026 academic year

School	Category	%	N
Community Day Secondary Schools	Female	64%	16
	Male	36%	9
	Form 1	8%	2
	Form 2	44%	11
	Form 3	32%	8
	Form 4	12%	3
	Total		25

To the left is a table summarising the number of male and female students and the numbers in each Form.

Project challenges

The introduction of free secondary education in September 2025 marked an important step forward, but many vulnerable households continued to struggle with the cost of uniforms, footwear, learning materials, accommodation and meals. Temwa responded by adapting bursary support to focus on these remaining barriers, helping learners attend school equipped and ready to learn. A lack of dedicated funding for monitoring meant that school visits were sometimes combined with other field activities and could not always take place as scheduled. This experience highlighted both the importance of flexible, needs-led support and the value of securing dedicated resources for regular learner monitoring and follow-up in future years

Community success story

A Shorter Journey to a Brighter Future



Figure 4. Wongani posing in front of her school.

Wongani comes from a single-parent household in Kayuni Village, where she lives with her mother and three siblings. The family depends on small-scale farming for food and income. However, limited land, labour and access to seeds and fertiliser result in low harvests and regular food shortages.

Before receiving a Temwa bursary, Wongani walked around eight kilometres to and from school each day. She sometimes attended lessons without eating and struggled to balance her studies with farming and household responsibilities. Limited lighting at home also made it difficult for her to study in the evenings.

Through the Temwa Bursary Scheme, Wongani now receives support with boarding and learning materials. She also has access to regular meals at the hostel and a more supportive environment in which to study. As a result, she is better able to concentrate in class and pursue her academic goals.

“My academic life has changed for the better. I am grateful to Temwa and its donor for giving me the opportunity to realise my dreams.”

Thank you

We would like to extend our heartfelt thanks for your generous support of Temwa’s Bursary Scheme. During the 2025/26 academic year, your partnership helped learners from vulnerable households access the practical resources they needed to remain in secondary education. As Temwa looks ahead, we will continue to strengthen beneficiary monitoring, follow up outstanding examination results and ensure that bursary assistance remains responsive to learners’ changing circumstances. We are deeply grateful for your commitment to widening access to secondary education and improving future opportunities for young people in Nkhata Bay North.



On behalf of the Temwa UK and Malawi teams, thank you for standing alongside these learners and their communities.

For more information, please contact:
Zoey Kontos - Elizabeth.kontos@temwa.org