

Living Hope Magazine



At Living Hope in Roma, third-graders gather outside the main entrance of the administration building.



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Ninth-graders work on an assignment in Jennifer Lungu's class.

Living Hope Magazine aims to reach out to all well wishers and inform them about the activities and challenges of Living Hope Foundation.



Joyce Banda teaches grade 1.



Jennifer Lungu teaches grades 5 and 9.



Justin Malambo teaches grade 7.



Martiana Mumba teaches grade 3.



Farai Mweetwa teaches grades 2 and 6 and is also a counselor in HIV and AIDS.



Sarah Ngoma is a pre-school teacher.

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Living Hope Foundation

Living Hope Foundation (LIHOF), formerly known as Zambia Shanty Development Organization, is a Non-Governmental Organization (N.G.O.) formed on the concept of Love.

It was established on 12th October 1996 in order to participate in community development in view of the many social and economic problems in peri-urban and shanty dwellings of Zambia.

OUR VISION

Our vision is to progressively improve the livelihood of the orphans and disadvantaged families in the shanty communities in which we

operate, training them in ways that will make them self-sufficient economically and socially, and helping them to live healthy lives.

OUR MISSION

Our mission is to provide and facilitate activities that involve the community in their own development towards good health and economic self-sufficiency.

OUR APPROACH

LIHOF's approach is to help the community help itself by intervening in areas that are critical for their survival and that will have a long-term positive impact on their lives.



Fifth-graders get ready to work in the garden in Roma.

LIHOF works in the following areas:

1. Health: In relation to HIV/AIDS, we provide supportive and preventative counseling. We also aim to provide a platform for HIV/AIDS, malaria and T.B. awareness campaigns, as well as reproductive health sensitization programs.

2. Education: We provide basic education to orphans and other vulnerable children (O.V.C.) from pre-school, primary up to junior secondary (Grade 8-9) education.

3. Training: We provide basic skills training to widows, older orphans and youth in tailoring and design.

This is an important tool in ensuring that the people in poverty who have the energy learn the skills to become self-reliant economically.

4. Transit home: (ORPHAN-AGE) For children aged 6 years to 15 years.

This home is for children who have been neglected, abandoned or lack parental care.

The organization caters to their needs, such as schooling funds, food, shelter and access to health services.

Management has put in place a psychosocial support program as an ongoing process of meeting children's physical, emotional, social, mental and spiritual needs, all of which are considered to be essential elements for meaningful and positive human development support.

OUR MOTIVATION

Approximately one million children in Zambia are either single- or double-parent orphans.

Extended families barely manage to care for these orphans.

Some of the children end up as



With Martiana Mumba, students stand at the entrance to Living Hope on Ngwerere Road in Lusaka's Roma district.

street kids; their experiences go well beyond the daily struggle for food and shelter.

They are exposed to dangerous activities such as theft, drug abuse, sexual abuse, prostitution and human trafficking.

Some lucky orphans are cared for by their grandparents, who must raise yet another generation: their grandchildren.

But many grandparents do not have the resources needed, either economically or physically. In recent years, abject poverty has also resulted in the illegal emigration of persons to first world countries, especially in Europe, seeking a better life to escape the vicious poverty in sub-Saharan Africa.

We are members of this community that is experiencing devastating trends of high poverty levels and illness (mainly HIV/AIDS-related) resulting in high death rates among young and productive adults and children born to AIDS-infected parents.

Consequences include unemployment, high crime rates, homeless children, high dependency rates, breakdowns of family support structures, and an increasing number of AIDS orphans.

These are problems that should not be accepted as the norm.

They constitute our motivation for our involvement: to help our own people, albeit with help from donors.



Amos Kalindi, Kalindi's headman, and Edina Maluma, a teacher, say the village aims to build a school for grades 8 and 9. Access to Kalindi is via an unpaved road 17 kilometers from the main highway.

Centers in Roma, Lusaka and Kalindi, Mumbwa

Geoffrey Kamutande, Living Hope Foundation's executive director, helped to start the organization in 1996 with 30 others.

Living Hope, he said, was "formed on the concept of love to help vulnerable children."

Mr. Kamutande grew up in Eastern Province. Having come to Lusaka in 1984, he studied project planning at the University of Zambia and went on to work in marketing and sales.

"In 1986, we saw the devastating trend of HIV and AIDS," he said.

"A lot were dying and there was a trend of too many street children going into town begging.

"Our role is to educate."

First there were grades 1-7. In 2009, the organization added grades 8 and 9, Mr. Kamutande said.

Later, he said, in May, 2013, came the Living Hope Foundation—LIHOF—with schools and services in two locations: Roma in Lusaka and Kalindi Village, Mumbwa.

"We are stable now," Mr. Kamutande said. "We've found it is possible to run two centers."



Geoffrey Kamutande

LIHOF is trying to serve as an anchor and find the real issues, he said.

"A lot have passed through—more than 1,000 children," he said of the facilities in Roma. "Some have come back to help."

There are only boys staying in the Roma shelter because the structure is suitable for one gender only, Mr. Kamutande said.

"For girls, we call Social Welfare, and they come and assist and move the child to a place only for girls," he said.

Five years from now?

"We will continue to educate orphans and vulnerable children, and continue to keep sheltering and caring for them in Lusaka," Mr. Kamutande said.

In the village, he said, the needs are different. Because of its location Kalindi needs a secondary school, a well and two classrooms. It needs a suitable space for grades 8 and 9.

"By law, in Zambia a child is any person aged between zero and 18 years," Mr. Kamutande said. "Anyone above 18 is an adult who should not be accommodated in the transit home. These are the young men who may be taken to Nagoma-Mumbwa to be trained in agricultural skills.

"The village contributed 20 hectares to LIHOF on the condition that LIHOF shows seriousness in developing the land. If so, LIHOF gets the title to the land. The school will start from grade 8. The village needs a reasonable secondary school."

—Helen F. Smith

Schools in village



Teachers, children and villagers gather to



Eighth-graders take notes while seated on under a thatched roof.

, programs e of Kalindi



to greet visitors who have come from to learn about their facilities and their hopes for the future.



n logs



Kalindi's current community school building, a three-classroom block, is for pre-school through grade 7. It lacks electricity and Internet access. It also needs more desks and books.

Serving the community



Seated at a sewing table Bertha Banda, a counselor and social worker, uses the only machine in working condition.



Preparing nshima for children and teachers, Margaret Sakala stirs the mixture, which is based on maize.



Only boys stay in the transit home shelter in Roma.

Skills training includes tailoring, gardening

In the skills training programs the school helps pupils and people in the community so that they can start their own businesses.

Tailoring and gardening are the programs that are currently actively running at the school.

In the tailoring program, which started in 2000, there are now nine sewing machines.

Students in the gardening program plant maize and other vegetables. Some students have been able to start gardens at their homes because of the skills they have learned.

Among the programs the school needs are brick laying, carpentry and catering.

Part of our mission at Living Hope Foundation is to see that all the children at the school gain a skill so that they can become better citizens and also teach others.

—Sarah Ngoma

Clothing Program aims to help children attend schools

Living Hope Foundation started its Clothing Program in 2000 because of children who are unable to go to school.

Instead, the children have to work and earn as much as they can to meet such basic needs as clothes.

All over Zambia children work. Some help their parents on farms, some work in markets and some collect plastic bottles or carry heavy loads.

There are even some children who dig wells and crush stones to sell to builders.

Often the work children do is dangerous and threatens their health.

The clothes people donate to our organization are distributed to pupils, vulnerable children and other members of the community. The program has benefitted teachers by encouraging them to stay. It has also encouraged children to enroll at our school.

Of course there are challenges. It is not often that we receive clothes; they come in once or twice a year, which makes it difficult to have a continuous flow in the program.

Also, we do not have enough income generating programs to provide all the clothes we would like.

Currently we only sell uniforms that are not made in the tailoring program.

The tailoring program is not involved with the clothing program because we do not have enough funds.

We hope that in days to come we will be able to provide enough clothes to pupils, orphans and teachers, and also to the community three or four times a year.

—Jennifer Lungu

Shelter in Roma provides rooms for homeless children

Homeless people have nowhere to live and become isolated from mainstream society.

Among the causes are

- children who are abused
- children who are lost
- death of parents
- poverty
- wars.

Living Hope Foundation Community School has so far accommodated 216 homeless people—Zambians and foreigners.

But lack of funds leads to challenges including

- not enough beds
- inadequately equipped kitchen
- lack of a dining room
- not enough food to feed the people accommodated all three meals.

Living Hope Foundation Community School depends on well wishers to help us solve all these problems.

—Joyce Banda

Feeding program aims to provide three meals a day

For the 267 pupils who come to school without eating and cannot concentrate, the school has a feeding program.

In the program, which a donor has sponsored since January, 2015, cooks make nshima with beans or soya.

Nshima, a staple for Zambia, is made by pounding maize until it becomes smooth. People eat it combined with any type of relish.

The feeding program has helped a lot of children because some of them can't afford to have three meals a day.

As the pupils begin to eat, I go round with a feeding register to see those who have eaten and those who have not. About 20 don't eat, and I try to find out why they don't

The school faces challenges. Sometimes there is no relish or mealie meal—a smooth power that comes from maize when it is pounded.

Teachers, staff and the boys in the transit home also eat nshima with beans or soya. Fridays, they have nshima with meat.

—Martiana Mumba



Justin Malambo explains a problem in technology to seventh-graders.



After their physical education class fifth-graders take it easy.

Special moments

Helping children be on their own

One moment that captured my heart was when I saw a little girl who was trying to hold a pencil.

She was trying to write and read, but she didn't know how.

We worked together for a week. What pleased me the most was that she learned to hold a pencil and to read some words.

Mostly when teaching the pre-schoolers I use textbooks, story books, pictures and trips outside.

For children to progress to the next grade, they must know how to hold a pencil, and how to read, write and say the alphabet from A to Z.

My own mission at Living Hope is to see that all the children can be on their own.

—Sarah Ngoma

Fifth grade a challenge

Reading and speaking in English present difficulties for some of the 18 girls and 20 boys in my fifth-grade class.

In Zambia the curriculum requires that pupils from grades 1-4 learn in local languages. Most of my pupils use Chinyanja, the local language in Lusaka.

I have been giving extra lessons with topics including vowels and phonetics, making sure they use correct pronunciation during lessons.

At our school not all the pupils have uniforms because some can't afford the 60 kwachas, so some wear clothes their parents have bought or that I and others have given them.

—Jennifer Lungu

Caring for boys in home transit

Working with the boys in home transit is all about the hope they gain through the care we give them.

When a boy became ill at the transit clinic one night, some of the other boys and I took him to a first-level clinic called Chipata.

The expression the boy showed while the doctor counseled him and gave him treatment was — to our surprise — a big smile.

In this situation, after counseling from the doctor, we discovered that the problem that hindered the boy was that he missed friends where he came from.

One thing we do here is share the same love, joy, peace and care for all.

—Farai Mweetwa



Singing and dancing in a circle game, grade 3 pupils and their teacher Martiana Mumba enjoy a Friday afternoon physical education class. The object of the game is to keep hold of your friends' hands.

Clubs offer range of educational activities

Anti-AIDS Club provides educational activities

In the Anti-AIDS Club, activities affect people's real lives.

During the week students meet Wednesdays and Fridays for activities that include AIDS-related drama and AIDS-free campaigning. An 11-year-old student in grade 6 is in charge of drama.

We also teach about means of transmission including unprotected sex or using a needle syringe or razor from an infected person. In addition, we teach about having blood tests and counseling.

The club helps students know what steps they may need to take.

With 28 members, the club meets with other schools and visits the market place to be sensitized on issues concerning HIV-AIDS.

The teacher in charge is Farai Mweetwa.

In Choir Club musicians learn to spread good news

Living Hope formed a Choir Club to spread good news.

Pupils who do not attend church services and programs have a great opportunity to know God through the gospel songs Choir Club sings.

Joyce Banda is the teacher in charge, and she directs the voices of those learning to sing properly and well. Up to 20 pupils are involved.

Choir Club often sings a cappella, but sometimes uses drums, which are beaten by the palms so as to produce sounds that match the melodies.

Chongololo and Conservation Club teaches about nature

Chongololo means millipede, and this club is all about conservation of animals, birds and plants.

Club members learn about creatures' habitats. They also learn about kindness to animals and how they live, find food and grow.

Jennifer Lungu is the teacher in charge.

The Chongololo and Conservation Clubs of Zambia formed in 1953 as a national movement of young people. At our own school, the club began in 2006.

Drama Club works on aspects of theatre

Designed for students interested in learning about theatre, Drama Club started in our school in 2006.

Aspects of theatre club that members can work on include acting skills, costumes/makeup design, set building and stage terminology.

Drama Club is open to all students. Meetings, which are on Wednesdays, start in October with auditions in February for August, which is when the club has Bare-foot Theatre at the Government Complex

in Lusaka.

Also, there is a time when the club performs for visitors as well as on holidays including Christmas and Valentine's Day.

JETS Club focuses on math, science

Jets Club encourages creativity in solving mathematics and science problems.

JETS stands for Junior Engineers, Technicians and Scientists.

At Wednesday meetings, members create simple motors and sometimes join students from other schools.

Farai Mweetwa is in charge of the club.

Scripture Union Club members worship, praise God

With 35 members, the Scripture Union Club deals with worship and living under Biblical principles.

The aim is to make God's good news known to children, young people and their families.

Pupils learn to sing songs praising God. The club meets Wednesdays as well as annually with other schools to learn more about God. Mondays, there is preaching in the assembly hall.

This club also helps pupils learn to read scriptures. The teacher in charge is Justin Malambo.

— Justin Malambo and Farai Mweetwa