HALF YEAR REPORT 2026

OKACHI CHARITY FOUNDATION

JANUARY - JUNE

Prepared by
Okachi Charity Foundation



The Forge Initiative

Across many communities where Okachi Charity Foundation (OCF) works, children are often measured by a single standard: academic performance. Yet every year, OCF encounters children whose gifts, talents, and potential cannot be fully captured by examination scores alone. The Forge Initiative was established to address this reality. Created as OCF's vocational empowerment programme, The Forge Initiative identifies children with exceptional practical abilities and provides the tools, mentorship, and opportunities needed to transform natural talent into lifelong opportunity.

One such child is Master Tochukwu Chukwuemeka, a Basic 5 pupil from State School Sangana in Port Harcourt. During OCF's Summer School Programme, Tochukwu selected tailoring as his preferred vocational skill. While many children approach skill acquisition as a temporary activity, Tochukwu approached it differently. He demonstrated unusual focus, discipline, creativity, and enthusiasm. His interest was not simply in learning a skill; it was in building a future. What OCF observed in Tochukwu reflects a challenge seen across many underserved communities. Too often, children whose strengths lie in practical and technical skills are overlooked because educational systems are primarily designed to reward traditional academic performance. As a result, many young people grow up believing they have little to offer when, in reality, they possess extraordinary abilities waiting to be developed.

The question for OCF was simple:
What happens when a child discovers a gift but lacks the resources to pursue it?







Tochukwu Diring OCF Free Summer School Programme





For Tochukwu, the answer was clear. Despite his passion for tailoring and his participation in a local apprenticeship, he lacked access to the equipment necessary to practice, improve, and build confidence in his craft.
Rather than allowing that potential to fade, OCF chose to invest in it.
Through The Forge Initiative, OCF provided a complete tailoring support package including a sewing machine, pressing iron, sewing materials, measuring tools, pattern paper, and essential accessories required to continue his vocational development.
The intervention represented far more than a donation of equipment. It was an investment in possibility.
It was a statement that talent deserves support regardless of a child's economic background. It was a recognition that success is not defined by a single educational pathway.
And it was a reminder that when children are given the right tools, they begin to see new possibilities for their future.The impact of the intervention extended beyond one child.

Family members, neighbours, and community leaders gathered to witness the presentation, transforming the occasion into a powerful moment of encouragement and hope. The excitement surrounding the intervention demonstrated something OCF continues to observe across communities: when one child is empowered, an entire community is inspired.
While Tochukwu's journey is still unfolding, his story reflects OCF's broader vision.
The Foundation believes that every child deserves the opportunity to discover their strengths, develop their talents, and build a future defined not by their limitations, but by their potential.

Classroom Infrastructure & Learning Environment Improvement

A child's ability to learn is heavily influenced by the environment in which learning takes place. During subsequent visits, OCF identified significant classroom infrastructure challenges within the school.

Pupils were sharing limited seating arrangements, damaged furniture restricted classroom functionality, and overcrowding placed additional strain on both students and teachers. In some classrooms, several pupils were required to share seating designed for far fewer occupants.

The Foundation also observed electrical issues affecting classroom usability and overall learning conditions. In response, OCF implemented a classroom support intervention focused on improving learning spaces and restoring functionality within the school environment.

New classroom furniture was provided to improve seating arrangements and create a safer, more effective learning environment. Electrical repairs were also carried out to restore classroom functionality and improve conditions for both teaching and learning.

The impact extended beyond physical infrastructure. Teachers reported improved classroom organization. Pupils reported increased comfort. School leadership expressed renewed optimism regarding the learning environment available to students.

For OCF, infrastructure is not simply a construction issue. It is an educational issue. Children learn better when they are safe, comfortable, and provided with environments that support concentration and engagement.




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BEFORE


AFTER

OCF School-Based Health & Child Welfare

Ahmed Memorial Muslim School, Agege, Lagos.

In many underserved school communities, poor health is one of the quietest barriers to learning.
Children may be present in the classroom, but untreated illness, hunger, poor nutrition, limited medical access, and undiagnosed health concerns often stand between them and their ability to learn, play, grow, and participate fully in school life.
This is one of the realities Okachi Charity Foundation continues to confront through its work in low-income communities.

During an OCF school outreach at Ahmed Memorial Muslim School in Agege, Lagos, the Founder of Okachi Charity Foundation observed a three-year-old Nursery 1 pupil, Samson Noah, with cotton wool placed in his ear. Upon further inquiry, it was discovered that the child had been experiencing persistent ear discharge, a condition his family had been managing for an extended period without proper diagnostic documentation or structured medical follow-up.
For OCF, this moment represented something larger than one child's medical condition. It revealed a deeper problem: in many underserved communities, children often live with treatable health conditions simply because their families lack access, information, financial stability, or continuity of care.
Samson's parents explained that the condition began when he was about four months old. They had previously sought medical help, but no formal report, diagnosis, or treatment record was available at the time OCF engaged the family. Like many families navigating poverty, the issue had become part of daily survival rather than a fully resolved medical case.





Samson Noah, Age 3

OCF immediately escalated the matter and facilitated a hospital referral to Orile Agege General Hospital for proper medical evaluation.
At the hospital, Samson was examined by the Ear, Nose, and Throat department. An additional concern involving slight eye swelling was also reviewed by the Eye Clinic, and medication was prescribed. During a follow-up ENT consultation, the attending doctor observed a perforation in the ear, making certain procedures, such as ear washing, inappropriate at that stage. Medication was prescribed, purchased, and explained to the family with clear instructions for home administration.

But Samson's case did not end at the hospital. During follow-up, OCF identified additional welfare concerns within the household, including nutrition, hygiene, learning materials, and broader family support needs. This is central to OCF's model. The Foundation does not treat children as isolated cases. OCF looks at the whole child ; health, education, welfare, family environment, emotional wellbeing, and long-term stability.

Samson's case also reflects a wider challenge observed in the school community. In the same school environment, OCF has observed children collapsing weekly, not necessarily from complex illness, but from hunger, exhaustion, and poor nutrition. With over 500 children in the school and no consistent welfare feeding structure, many children are expected to learn while their basic needs remain unmet.

This is the gap OCF exists to bridge. Through its school-based outreach, Back-to-School support, health referrals, welfare documentation, and child sponsorship model, OCF identifies children whose needs may otherwise remain invisible.

For selected children with urgent or persistent needs, OCF's adoption and sponsorship approach goes beyond school fees. It includes academic support, health monitoring, welfare assistance, learning materials, and continued case management.

Samson has now been placed under OCF's continued monitoring framework, with medical follow-up ongoing. His case has strengthened OCF's commitment to expanding school-based health screening and welfare response systems across underserved communities.

The lesson is clear : A child cannot learn well when he is hungry.
A child cannot participate fully when he is in pain.
A child cannot thrive when preventable or treatable health conditions are ignored because the family cannot afford consistent care.

OCF believes that education must be supported by health, dignity, nutrition, and child welfare. To invest in a child's future, we must first ensure that the child is well enough to reach it.

Samson's journey is ongoing, but his story reminds us why early identification matters.
It reminds us that behind every school uniform is a child with needs that may not be visible at first glance.

And it reminds us that real impact begins when we are willing to look deeper.

Okachi Charity Foundation remains committed to identifying vulnerable children, responding with urgency, and building a model of care that ensures no child is left behind because of poverty, illness, hunger, or lack of access.







Ahmed Memorial Muslim School, Agege, Lagos

Building Dignity, Access, and Opportunity Through Education

Understanding the Challenge
When Okachi Charity Foundation (OCF) first engaged Ahmed Memorial Muslim School in Agege, the Foundation encountered a reality that is common across many underserved communities in Nigeria.

The challenge facing many children is not a lack of intelligence or willingness to learn. The challenge is access. For thousands of pupils across low-income communities, learning takes place in environments where essential educational resources are limited, classroom infrastructure is deteriorating, and families are often forced to choose between immediate survival and educational investment.

Many children arrive at school without basic learning materials. Teachers frequently work with limited classroom resources. School infrastructure struggles to keep pace with growing student populations. Over time, these barriers contribute to reduced confidence, lower academic engagement, and widening educational inequality.

OCF believes that educational success begins long before examination results. It begins with creating an environment where children feel prepared, supported, and valued. To address these barriers, OCF implemented a series of targeted interventions at Ahmed Memorial Muslim School focused on educational access, student dignity, and classroom improvement.















Learning Materials & Educational Access Support







Education cannot thrive without tools. During its first intervention, OCF provided essential learning materials designed to strengthen classroom participation and improve educational readiness among pupils.

The Foundation observed that many pupils lacked access to basic school supplies necessary for daily learning. While these items are often considered simple resources, their absence creates significant barriers to educational engagement.

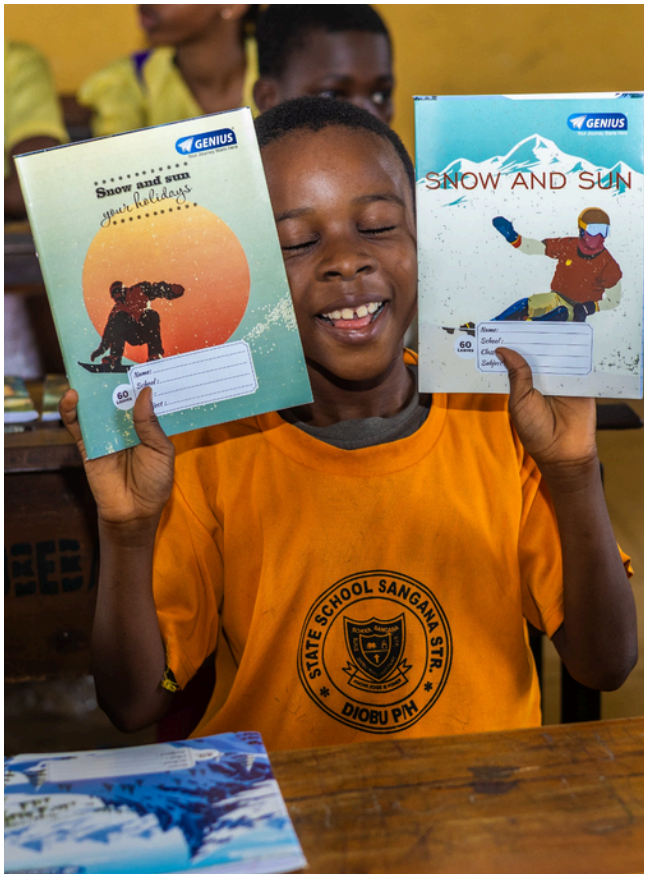
A child without writing materials is unable to participate fully in classroom activities. A child without basic school supplies often experiences reduced confidence and increased disengagement from learning.

Through this intervention, OCF supplied educational materials that enabled pupils to participate more actively in classroom instruction while reducing some of the financial burden placed on families.

Beyond the materials themselves, the outreach provided an opportunity to engage directly with pupils, teachers, and school leadership, allowing OCF to better understand the educational challenges facing the school community.

The intervention reinforced a key lesson that continues to guide OCF's work: Educational inequality often begins with the absence of resources many others take for granted.




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School Uniform &
Student Dignity Programme

For many children, a school uniform is more than clothing.

It represents belonging, confidence and identity.

During OCF's second intervention, the Foundation provided school uniforms, footwear, socks, and school bags to pupils across the school. While often overlooked, student appearance can significantly influence confidence, attendance, participation, and social inclusion.

In many underserved communities, children attend school wearing damaged, ill-fitting, or incomplete uniforms because families are unable to afford replacements. Over time, this can affect self-esteem and contribute to feelings of exclusion. OCF believes that children should never feel disadvantaged because of circumstances beyond their control.

By ensuring pupils had access to complete school uniforms and essential school accessories, the Foundation sought to restore not only dignity but also a stronger sense of pride and belonging. Teachers reported noticeable excitement among pupils, while parents expressed relief and gratitude for support that would otherwise have been difficult to provide.

For OCF, this initiative was about more than uniforms. It was about helping children see themselves as deserving of opportunity, excellence, and success.




















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Precious
Ada-Wilson



Testimony
Godwin



Wisdom
Chidebem



One of the most effective ways to strengthen educational achievement is to recognize it.

Through years of community engagement, OCF has observed that many high-performing pupils from low-income households remain at risk of educational interruption due to financial hardship.

In some cases, academically gifted children are withdrawn from school to support household income.

In others, parents are forced to make difficult decisions about which children can continue their education and which cannot.

The Academic Excellence Scholarship Programme was established to address this challenge.

Each year, OCF identifies outstanding pupils who have demonstrated exceptional academic performance, discipline, consistency, and commitment to learning. Selected scholars receive comprehensive educational sponsorship covering school-related expenses throughout the academic year, including tuition, examination fees, uniforms, and other required educational costs.

At Sagana State School, approximately twenty pupils currently benefit from this programme.

The objective extends beyond financial support. The programme creates a culture of aspiration.

By publicly recognizing academic excellence, OCF encourages pupils to remain committed to their studies while motivating parents and guardians to prioritize education within the home.

The programme also sends a powerful message throughout the school community: hard work, discipline, and educational achievement are valued and rewarded.

Academic Excellence Scholarship Programme

Unity
Promise



Sunday
Miracle



Tambari
Bright



For many families, scholarship support provides critical financial relief, enabling parents to redirect limited resources toward other household needs while ensuring their children's education remains uninterrupted.

The scholarship programme forms part of OCF's long-term educational pipeline. Pupils who maintain strong academic performance throughout primary school may become eligible for continued support as they transition into secondary education. Through this approach, OCF seeks to ensure that talented children are not forced to abandon their educational journey because of financial limitations.

The Foundation believes that when academic potential is identified early and consistently supported, children are better positioned to become future leaders, professionals, entrepreneurs, and changemakers within their communities.
The investment made in one child today has the potential to transform an entire family tomorrow.

Through The Forge Initiative, OCF continues to bridge the gap between education and economic empowerment, ensuring that children are not only prepared for examinations but prepared for life.

Annual Educational Access & Student Dignity Programme

Across the schools supported by Okachi Charity Foundation, one challenge consistently emerges: children cannot fully engage in learning when they lack the basic tools required to participate in school life.

For many families living in underserved communities, educational expenses extend far beyond school fees. Uniforms, footwear, learning materials, writing supplies, school bags, and classroom resources often place significant financial pressure on households already struggling to meet daily needs.

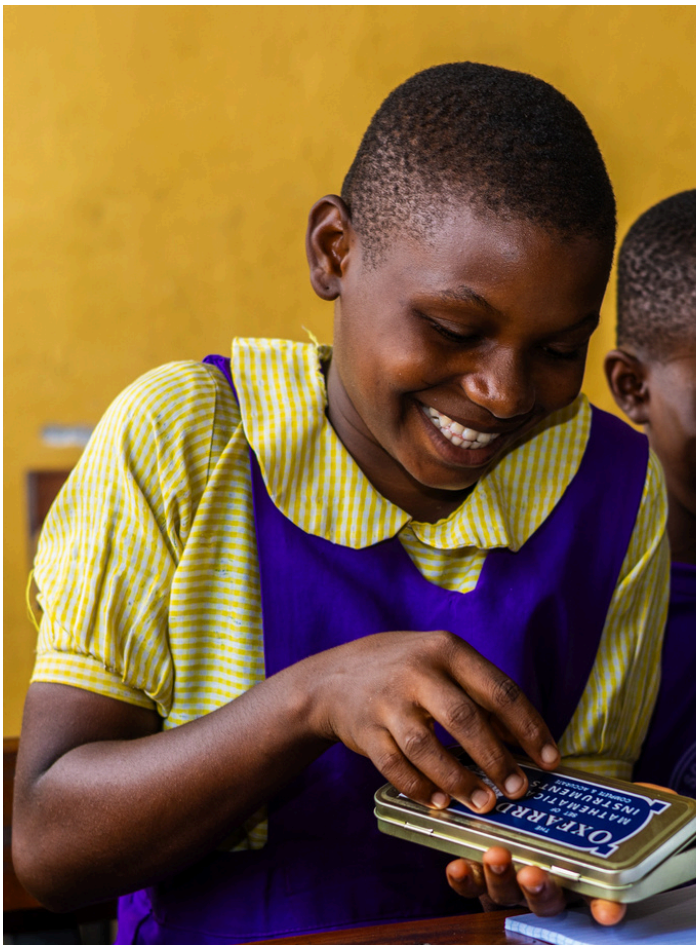
As part of its annual Educational Access and Student Dignity Programme, OCF provides pupils across its adopted schools with essential educational resources designed to remove barriers to learning and strengthen school participation. At Sagana State School, all pupils received complete educational support packages, including uniforms, footwear, school bags, and learning materials.
This intervention is rooted in a simple belief: dignity matters.
Children who arrive at school prepared, appropriately dressed, and equipped with the tools required for learning often demonstrate greater confidence, stronger classroom participation, and a deeper sense of belonging within the school environment.

The programme also serves another important purpose. By ensuring pupils have access to the same educational essentials, OCF helps reduce visible socioeconomic differences among children. Rather than focusing on who has the newest uniform, who lacks shoes, or who cannot afford school supplies, pupils are encouraged to focus on learning, growth, and achievement.
For many families, this annual support significantly reduces educational expenses and increases the likelihood that children remain consistently engaged in school throughout the academic year.
Beyond the distribution of materials, the programme represents OCF's broader commitment to educational equity, ensuring that a child's potential is not limited by the financial circumstances into which they were born.








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Parents Behind Our Kids Initiative: Understanding the Barriers Behind Educational Performance

One of the most important lessons OCF has learned through its work is that educational challenges rarely begin inside the classroom. Poor attendance, declining academic performance, behavioural concerns, fatigue, and disengagement from learning are often symptoms of broader issues affecting children outside school walls.

The Parents Behind Our Kids Initiative was established to better understand these realities.
Designed as a family engagement and child welfare intervention, the programme provides OCF with an opportunity to engage directly with pupils, parents, guardians, educators, and community stakeholders in order to identify the underlying factors affecting children's educational outcomes.

Through structured interaction, observation, parent engagement, and child-centered activities, the Foundation gains valuable insight into the social, economic, and family dynamics shaping each child's learning experience.
The initiative has consistently revealed challenges that extend beyond education alone.

These include economic hardship, excessive household responsibilities assigned to school-age children, inconsistent parental engagement, limited access to educational support at home, and competing pressures that often force children to prioritize survival over learning.
For many families, the programme also serves as an opportunity to discuss concerns they may not otherwise have a platform to share.









Activities incorporated into the programme are intentionally designed not merely for recreation, but to encourage participation, build trust, strengthen relationships, and create opportunities for meaningful engagement between OCF, pupils, families, and school leadership.



These interactions often become some of the Foundation's most valuable assessment tools, helping identify children who may require additional academic support, welfare intervention, healthcare referrals, educational sponsorship, or long-term case management.

For OCF, the initiative represents a simple but powerful belief:

If we want to improve educational outcomes, we must first understand the realities children face beyond the classroom.

Because behind every struggling student is a story and understanding that story is often the first step toward changing its outcome.

Looking Ahead
June through December
2026 Goal







While meaningful progress has been made, significant needs remain.

OCF's future vision for Ahmed Memorial Muslim School includes support for:

- Child-friendly playground facilities
- Library development and literacy enhancement programmes
- Information and Communication Technology (ICT) resources
- Computer access and digital learning opportunities
- Expanded educational and welfare support systems

The Foundation believes that every child, regardless of economic background, deserves access to a learning environment that nurtures curiosity, confidence, creativity, and future opportunity.

The work at Ahmed Memorial Muslim School reflects OCF's broader commitment across Nigeria, Ghana, South Africa, and The Gambia: identifying barriers to learning, responding with practical solutions, and creating pathways for children to reach their full potential.

Because educational transformation does not happen through a single intervention.
It happens when communities, educators, partners, and donors work together to remove the barriers standing between children and their future.








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