

**THE FINAL NARRATIVE REPORT**  
**FOR**  
**GLEN FOREST DEVELOPMENT CENTRE**

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**1. Formal details**

1.1 *Name of partner Organisation* : Glen Forest Development Centre

1.2 *Project title and project number*: Continuation of the GLEN FOREST non-formal education and vocational training programme in favour of farm workers families in Mashonaland East province, Harare.

1.3 *Reporting period* : 2009 – 2011

1.4 *Brief description of how the report was prepared*:

The report is based on field visits, interviews and questionnaires used to collect data during workshops covered within the reporting framework. Myself (Christopher Chiwalu) as the Programmes Coordinator with the assistance of the Director(Elizabeth Marowa) has jointly worked together to produce this report.

**2. Changes in the project setting**

2.1 *Important changes in the project setting*:

The reporting period has some hiccups drawn from the previous years where local NGOs has operated in different atmospheres depending on the core objectives of the organisation. Many NGOs who engaged themselves in political agendas have lost their operational status and most organisations have been deregistered. In our case however, we are a non political organisation operating on bases of developmental issues in particular – Education, we have kept our vision and mission firmly focused , challenging, inspiring, giving direction, binding and shared.

“Our organisation, through trust and development, helps to create a happy, healthy well-educated, non-racial nation. We see GFDC as self-sustaining and expanding, with the children, personnel and community proudly appreciating our services: providing education for life and inspiring greater self-reliance to reduce poverty and promote a friendly environment.”

Attempts were made at a certain stage to disrupt educational activities by some political youth in the area but these were immediately cautioned as we were proved to be existing for a beneficial cause to the entire community. Participants realised the need to engage themselves into education and vocational trainings. Communities of Glen Forest ,Arda Nijo, Mistress Mine, Lowdale farm and Baxters Farm accepted the Organization’s objectives and grouped themselves into learning

classes. Basic education was introduced in these communities as well as functional literacy. Basic literacy provided knowledge in reading, writing and performing simple arithmetic. Functional literacy provided life skills in farming methods, income generating projects and business management trainings. Glen Forest Development Centre has conducted these trainings and tutoring in adult education.

Economically, the participants in these communities are now able to grow crops for home consumption while other crops are for sale because of the knowledge and skills we have imparted into the participants. They are practicing a very easy and simple method of farming classified under “zero tillage” – ‘ Foundation for Farming God’s Way’. One just digs holes systematically and applies anthill or compost as compound D substitute. The hole is backfield a little bit and maize seed planted. On germination, the maize is thinned to 2 plants only per hole to allow healthy growth of the maize. Leaves or grass is spread in between the rows to cover the ground by means of mulching. This conserves the moist and keeps the plants growing.

Women are also earning income through selling tie and dye material and sewing uniforms for school children. Others are breeding chickens and selling them after 6 weeks. The knowledge of calculating has been the result of adult education.

Socially, the life situation of the target group has improved as families are able to send their children to both primary and secondary schools. The changes are noticeable only to the beneficiaries of the project. Testimonies have been collected through interviews by the coordinator.

## *2.2 Important changes within the partner organisation*

There has been an improvement of personnel studies. Augustine Mabvuregudo and Innocent Matuku are now holders of Diploma in Advertising and Public Relations. This will help the organisation in so many ways. We expect a wide marketing range of our products through these personnel. Innocent has in addition qualified in 3 Red Cross trainings so far namely Industrial First Aid, Community Health Based Care Course and Advanced First Aid. He will pursue with further training as we want him to be a fully qualified Instructor for the Centre.

On another note, we have employed a very experienced old man to work as a technical advisor of the study groups. He is a holder of Bachelor of Arts (Post Graduate). Since he resumed his term of office, we have put in place many monitoring mechanisms to ensure success in the running of the study groups.

Luke Mukucha the driver has also attended a course in Auto Electrics in the city of Harare and this will help him to check all wire faults pertaining to the centre's vehicles. Other staff members will start studying with Open University next year in March as the centre's administration has already consulted the Open University Secretariat on the course procedures and requirements. Such changes bring a positive move of professionalism in all centre's activities. This also shows that our personnel are there for the community but they are also improving their life-style by furthering their education.

### **3. Implementing the project and achieving its objectives**

#### **3.1 Achievement of the project objective(s)**

The project has noticeable changes of the beneficiaries.

##### **Study groups:**

A total of 775 youth have benefited from the informal education system during the three years

##### ***The results for both internal and ZIMSEC examinations have been successful***

- The school pass rate was at 25.3% for the November 2009, 35 % November 2010 examinations and 2011 results are not available yet as this report has been written just few days after the end of the project phase.
- There has been on average an internal pass rate of 70 % during first term, 68 % term two and 705% during term three for the three past years.

##### ***Discipline and spirit of togetherness has improved as compared to the past years***

- Little misconduct was reported during the school calendar terms and parents have applauded the centre staff for this improvement.
- Three quarters of the students are studying until 4.30pm, a situation not done in the past as they absconded lessons. These students have also improved in their academic performance.

##### ***Extended knowledge of Sustenance of the centre after school clubs***

- The Junior Child Protection committee at the centre has mobilized most students to join relevant clubs at the centre. This is in line with all other activities that brings entertainment and spiritual improvement.
- Maintenance club has assisted with the repairing of school desks and painting of classrooms. Cleanliness of the premises and classrooms has also improved.
- Gardening/Agriculture club has provided vegetables harvested from the school garden to feed the OVC children in the Early Childhood Centre

#### **Early Childhood Development (ECD)**

A total of 279 children have been enrolled during the three years. Resthaven school, Crowhill primary, Sally Mugabe primary, Lowdale primary and Zimbiru primary are the recipients of our children who would have graduated from the Early Childhood Education.

***Communication has been improved among children and between children and children.*** This has the following indicators:-

- The ability to recite poems and perform dramas (the nativity play)  
***Extended knowledge of selecting and sequencing***
- The ability of every ECD child to arrange objects in order of size
- The ability of children to place objects in order from first to last  
***Early Childhood Development Syllabus achieved***
- Acceptance of 19 children into grade one in 2010, 68 children into grade one in 2011 and 45 children in 2009.
- ECD teacher in-service training by Ministry of Education
- Evaluation reports from Ministry of Education received

### **Adult Literacy**

A total of 138 adults pursued with their basic and functional literacy

#### ***Improved ability to read and write important documents***

- 138 adults who pursued with their basic literacy programme are now able to write their first and second names correctly and they can sign withdrawal slips in any bank without sorting for assistance. Communication has also improved within the different societies because of their acceptance for education.
- Adults are able to venture into buying and selling business because they can calculate the cost and selling price of the goods and their profit margins.
- We have also managed to train 10 adult literacy tutors to teach at three identified centres of the Glen Forest Communities.

### **Vocational Training**

#### **A. Garment Construction/Dressmaking**

A total of 239 youth and young mothers have benefitted from this activity

#### ***Improved skills in garment construction, cutting and designing***

- Youth in the sewing department have sewn crafts such as kitchen aprons, hand bags, and oven gloves for sale. Most of the crafts have been sold here in Zimbabwe at our local people's markets. We have also been lucky to meet friends from Spain who promised to find us a market for our crafts in future.
- Youth have sewn ECD aprons for sale a positive contribution towards the centre's fundraising.

#### **B. Bricklaying and Brick moulding**

A total of 224 youth in school and those out of school have benefitted from these activities

#### ***Improved skills in building and moulding bricks***

Youth are now able to peg, dig foundations and insert footing and start bricklaying

- 2 Blair toilets have been built by Glen Forest youth at a local Church at Mistress mine
- 1000 concrete blocks have been molded by the trained students, and these have been used to build the mentioned toilets and other local piece jobs in the community.

#### **C. Bicycle Assembling and Repairing**

A total of 129 people comprising of youth and adults benefitted from the bicycle assembling and repairing activities.

#### ***Improved skills in repairing and assembling***

- Youth are able to repair and assemble new bicycles when new spares are available
- Acquired knowledge is being shared within the communities

#### **D. Knitting**

A total of 18 participants acquired skills in the use of knitting machines

##### ***Improved skills in knitting and self sustenance method***

- Eighteen women have acquired knitting techniques
- Women are knitting jerseys for school pupils at Resthaven and Calgary School at a reasonable charge for their sustenance

#### **E. Paraffin; Catering; Abaloo; Potato printing ; Food processing and Tie and dye Workshops**

A total of 429 participants attended these workshops held at the centre facilitated by the Glen Forest staff and two hired personnel to conduct the catering and potato printing workshops.

##### ***Improved skills for self sustenance and living standards***

- Track record of women selling floor polish using skills from the paraffin making workshop
- Participants assists environmental cleanliness by collecting all plastic papers to be used in paraffin making
- Potato printing has brought prospect for future income generating source for Glen Forest as few samples done sold very well to foreigners
- Building of abaloo toilets acceptable in society as it enables backfilling with soil when close to capacity and paves way to plant any exotic / indigenous trees
- Tie and dye bringing income to participants as they sell the material at a local flea market in Hatcliffe
- Participants have gained knowledge on conserving food using sun drying method. Crops such as cabbages, rape, pumpkins, carrots, tomatoes and onions were used for demonstration purposes.

#### **HIV/AIDS Coordinated programmes**

A total of 1146 youth have received education for life through many workshops held at the centre with HIV/AIDS related message.

##### ***More responsible behaviour***

- Number of reports of abstinence outside of marriage on increase
- Most girls in the informal education system refusing any sexual harassment or enticing acts by opposite sex

##### ***Improved awareness of health risks***

- Results of pre-and post-workshop tests

#### **Capacity building workshops for local leaders**

##### ***Improved ability to administer the Orphans and Vulnerable Children Village Register***

- 1103 local leaders have received the training to look after the children's registers.

##### ***Needs assessment and implementation of tasks***

- Capacitated youth formed the centre Junior Child Protection Committee
- Responsibilities among students working positive towards the centre's goals

### 3.2 Implemented activities

Activity	No. of people in 2009	No. of people in 2010	No. of people in 2011	Total
i. 4 study groups	235	265	275	775
ii. Early Childhood Education	104	85	90	279
iii. Adult literacy	41	14	83	138
iv. Garment construction	71	79	85	235
v. Bricklaying	65	87	72	224
vi. Bicycle Assembling and Repairing	46	32	51	129
vii. ECD Teacher Training	30	-	25	55
viii. Adult literacy tutor training	-	-	10	10
ix. Knitting	2	5	11	18
x. Paraffin making workshop	13	15	8	36
xi. Catering workshop	44	15	5	64
xii. Abaloo making workshop	-	20	6	26
xiii. Potato printing	-	18	5	23
xiv. Tie and dye workshop	-	120	90	210
xv. HIV/AIDS coordinated programmes	335	390	421	1146
xvi. Sensitization and Training Village Heads & Secretaries (capacity building)	-	540	563	1103
xvii. OVC Support	75	144	163	382
xviii. Food processing/conservation workshop	-	-	70	70
xix. Internal Evaluation Workshop	-	-	60	60

Deviation on certain activities has been noticed in knitting where more people than we anticipated have shown interest mainly because they have knitting machines in their homes. They valued this training because they had knitting machines for quite a long time but did not have skills because of the high charges other institution demand in order for trainees to acquire relevant skills.

Paraffin making uses plastics as raw material for the workshop. This is health hazardous if done under strict supervision as plastics may either burn the skin of participants when boiling the plastics in a tin. Due to this factor, only those willing to make a living by using such paraffin have shown interest in the training. The bi-product of this processing is also floor polishing cream that can be produced by adding candle wax. In high density suburbs, our local trained women are selling the floor polish at a cost of \$3.00 per tin and there is life in it if it is done properly.

Red Cross courses have not been conducted because the organisation did not have a trained Instructor. We have empowered one of our staff through staff development and he has obtained training in Community Based Health Care Course, Advanced First Aid and Industrial First Aid. He will be pursuing with further training to become a qualified Red Cross Instructor.

Food processing workshops were conducted in the final year of the project phase because our intention was to conduct this at an outreach level particularly those participants in the rural set up. Thus, we conducted two workshops one at Shumba ward and another in Pote ward. Participants were equipped with knowledge on drying vegetables using direct sunshine light. Vegetables like tomatoes, carrots, rape, cabbages, onion etc can be sun dried and packed for future use.

### *3.3 Additional effects and risks:*

The project has gained credibility in the Goromonzi district because it has exposed its existence purpose that it is non-political and is there for community development programmes mainly education. Capacity building workshops which we conducted had some gender balance. There are women village heads as well as secretaries who have the responsibility of looking after Orphans and Vulnerable Children's registers.

We also observed that there is more peace in areas where the communities are united in all aspects of development in their areas. There are other interventions where communities were asked to improvise food for consumption during workshops while Glen Forest provided training material and looked after different facilitators during the training as well as meeting transport costs. All was done in one spirit without any conflicts. On the other hand, there are some wards where conflicts still exists. These are the areas where leaders belong to opposition parties and as a non-political organisation, we were very careful not to create problems for ourselves.

Those communities we worked with did not expect something good from us because we have remained silent for years yet granted the permission to operate in the whole district introducing adult literacy centres, study groups etc. We would like to mention in this report that your support has enabled us as well as the funders to be accepted by the communities we are working with.

The above generated effects strengthen our objectives for the organisation. In response to the negative impact that we may experience should we have denial by

the community, we should engage the community in a dialogue to understand what they really want in their communities. We should also convince the community by our daily activities that we are a development organisation hence we should sail together in the same boat to make them reach their destiny.

### 3.4 Evaluation:

An internal self evaluation workshop has been conducted with the communities involved. This has been conducted during the end of the project phase.

The internal evaluation was conducted through an intensive SWOT (Strengths, Weaknesses, Opportunities, and Threats). The results of the workshop are summarized below:-

#### 3.4.1 Strengths

- Generally dedicated staff
- Staff qualified according to requirements
- Dedicated Executive Committee
- Dedicated Management Committee
- Generally, adequate infrastructure for current uses
- Material support from the local authority (Rural District Council)
- Generally, good relationships with farmers and miners in the area
- Well received and successful programmes conducted at the Centre and Outside( ECD and feeding scheme, Study groups, Adult literacy, Women's clubs, Dressmaking courses, Awareness campaigns, Vocational training)
- Successful outreach programmes(e.g contributing to the establishment of new adult literacy classes, clubs, community leaders training)
- Excellent networking strategies and relationships with NGOs( e.g. Diplomatic Spouses, Zimbabwe AIDS Network, District AIDs Coordinating Committee, Ministry of Education Sports and Culture, Ministry of Health, Ministry of Social Services, Childline, ZICHILE, Misereor, ZimRelief)

#### 3.4.2 Weaknesses

- Need for additional professional development for staff, as well as for more motivation and commitment in some staff members.
- Lack of accommodation for mentors and other staff who do not already live in Glen Forest area
- Lack of sporting facilities and equipment
- Absence of science lab equipment and facilities
- Absence of upper classes (form 5 and 6 ) due to lack of classroom block



- Absence of computer classes due to lack of classroom block
- Internal communication sometimes not successful
- Donor dependency syndrome

### 3.4.3 Opportunities

- Additional academic and professional development for centre staff
- Excellent donor support
- Vocational training
- Ready markets for the centre's finished products(dressmaking, crafts)
- Adding career guidance to the study group activities
- Possible availability of textbooks from UNICEF for the study groups
- Available experience for expanding, and for using organic farming methods with the nutrition gardens

### 3.4.4 Threats

- External interference by unsympathetic elements in the community
- Bore-hole pump inoperative and toilets inadequate for Early Childhood Education children
- Lack of public transport to and from the Centre
- Thefts and lack of discipline by study group

## 4. Conclusions

### 4.1 Lessons learned within the project

Misereor has supported the "Continuation of Education and Vocational training of the farm workers and their families in the Mashonaland province" This has articulated the spirits of the disadvantaged families of the farming, mining and resettled communities as they have hope that Glen Forest is there for their life-style changes.

The illiterate adults are now able to read and write and share equally with others life experience and how to succumb various challenges. Persistence in acquiring knowledge and life skills has also produced fruitful results in most of the target group. There is self-sustenance as most beneficiaries are able to send their children to school without encountering financial problems.

The training of community leaders is another improvement which the target group has experienced. Responsibility now lies within the communities to identify the neediest children and try to address the social problems encountered at grassroots

levels. The target group is also aware of the dangers of not sharing the life experience together. They know where to report cases of abuse, if there are children not going to school, they are aware of approaching Child Protection Committees in the communities to report such cases.

Our organisation in turn is considered to be very helpful by the different communities we are serving. The communities are aware of our specific role as an NGO. We do not provide fish but we teach participants how to fish. Youth up to 34 years of age have engaged themselves into different income generating projects such as making key holders using wire and beads, repairing bicycles for a small fee, moulding bricks for sale, building structures in the communities they live and many more activities. Glen Forest Development Centre is also known as a facilitator when it comes to procurement of birth certificates. We assist those in need of birth certificates by writing supporting letters that goes to the registrar of Birth Certificates. We have assisted 54% of the children we are educating.

## 5. Internal and external actors and stakeholders

### 5.1 *Number and qualifications of personnel*

NAME OF EMPLOYEE	QUALIFICATIONS	EMPLOYMENT STATUS	SCOPE OF EMPLOYMENT
1. Elizabeth Marowa	Diploma in Community Development; Certificate in Education	payroll	Full-time
2. Christopher Chiwalo	7 'O' levels including English Language; Diploma in Business Administration; BBA undergraduate.	payroll	Full-time
3. Augustine Mabvuregudo	8 'O' levels plus 'A' level Diploma in Advertising and Public Relations	payroll	Full-time
4. Thomas Tendayi	Bachelor of Arts (Post graduate)	payroll	Full-time
5. Sabinna Herbert	5 'O' levels plus	payroll	Full-time

	ECD Certificate		
6. Patricia Hebert	ECD Certificate	payroll	Full-time
7. Judith Matsveru	Dressmaking Certificate	payroll	Full-time
8. Memory Chifamba	ECD Certificate	payroll	Full-time
9. Maria Box	ECD Certificate	payroll	Full-time
10. Betty Chibanda	ECD Certificate	payroll	Full-time
11. Innocent Matuku	8 'O' levels plus Diploma in Advertising and Public Relations	payroll	Full-time
12. Patrick Kolopa	8 'O' levels plus 'A' level	payroll	Full-time
13. Ignatious Gwengweni	5 'O' levels plus 'A' level	payroll	Full-time
14. Takura Nhau	7 'O' levels plus 'A' level	payroll	Full-time
15. Saidi Mupipa	2 'O' level	payroll	Full-time
16. Luke Mukucha	'O' level	payroll	Full-time

### 5.2 *Cooperation with other actors*

NAME OF OTHER ACTORS	SERVICE PROVIDED
1. Goromonzi Rural District Council	<ul style="list-style-type: none"> <li>- Use of premises</li> <li>- Payment of ZESA bills</li> <li>- Provision of bore hole water</li> <li>- Holds development meetings together</li> </ul>
2. District Aids Coordinating Committee	<ul style="list-style-type: none"> <li>- Monitors and Evaluates HIV and AIDS programmes we implement</li> <li>- Provides material support(IEC material)</li> <li>- Unites us with other implementers at a central place – district offices during meetings.</li> </ul>
3. Zimbabwe Aids Network	<ul style="list-style-type: none"> <li>- An affiliate member.</li> </ul>

	<ul style="list-style-type: none"> <li>- Attends all ZAN meetings.</li> <li>- Provides learning material for HIV and AIDS programmes</li> </ul>
4. Resthaven School	<ul style="list-style-type: none"> <li>- Receives all ECD(Early Childhood Education) children from Glen Forest.</li> <li>- Supervises ECD teachers at Glen Forest</li> <li>- Reports to Ministry of Education Sport and Culture on the ECD progress</li> </ul>
5. Ministry of Education Sport, Arts and Culture	<ul style="list-style-type: none"> <li>- Provides policy documents on education.</li> <li>- Monitors and Evaluates progress of education at Glen Forest.</li> <li>- Offers In-service training for mentors, tutors and ECD teachers at Glen Forest.</li> <li>- Visits the centre regularly on educational inspectorate mission.</li> </ul>
6. Ministry of Social Services	<ul style="list-style-type: none"> <li>- Provides policy documents for NGOs.</li> <li>- Register and de-register NGOs</li> <li>- Monitors and Evaluates activities for Glen Forest.</li> <li>- Visits the Organisation at any time and without notice to check our efficiency.</li> <li>- Is the core team in the training of village heads and secretaries to look after the OVC registers</li> </ul>
7. Ministry of Health	<ul style="list-style-type: none"> <li>- Provides medical assistance to our children and participants at the centre.</li> <li>- Joan Rankine clinic performs regular check ups on our children at the centre.</li> </ul>
8. Kasipite	<ul style="list-style-type: none"> <li>- Provided school furniture to Glen Forest.</li> <li>- Provided empty container to</li> </ul>

	<p>serve as strong room for the centre</p> <ul style="list-style-type: none"> <li>- Donates clothes for the orphans at the centre.</li> </ul>
9. Mistress Mine	<ul style="list-style-type: none"> <li>- Donates sand for the ECD playground.</li> <li>- Offered land for classroom building.</li> </ul>
10. Sussexdale Farm	<ul style="list-style-type: none"> <li>- Donates farm produce such as tomatoes, potatoes and maize to feed the children at the centre.</li> <li>- Provides transport whenever required by the centre.</li> </ul>
11. Tiviotdale Farm	<ul style="list-style-type: none"> <li>- Donates farm produce such as potatoes, cabbages and maize to feed the children at the centre.</li> <li>- Prepares land and plant crops for Glen Forest.</li> <li>- Provides transport whenever required by the centre.</li> </ul>
12. Glen Forest Training Centre	<ul style="list-style-type: none"> <li>- Accommodates our students during examinations if we have many classes.</li> <li>- Assists us with plumbing tools.</li> </ul>
13. Plot 20	<ul style="list-style-type: none"> <li>- Donates mealie-meal and vegetables to feed the children at the centre.</li> <li>- Removed bees from the centre that became wild and stung many children.</li> </ul>
14. Mandonna Farm	<ul style="list-style-type: none"> <li>- Provides children with fresh milk to feed the children.</li> <li>- Donates magazines and other National Geography reading books to add value to the centre library.</li> <li>- Provides transport whenever required by the centre.</li> </ul>
15. Madzivire Farm	<ul style="list-style-type: none"> <li>- Provides bore hole water whenever the centre has no water.</li> </ul>

	<ul style="list-style-type: none"> <li>- Provides transport whenever required by the centre.</li> </ul>
16. Church of Christ	<ul style="list-style-type: none"> <li>- Provides spiritual guidance to students at the centre.</li> <li>- Provides prayers during important gatherings at the centre.</li> </ul>
17. Bishoplea School	<ul style="list-style-type: none"> <li>- Supports Glen Forest with reading books.</li> <li>- Donated old school furniture – chairs, desks , cupboards, bookshelves etc</li> <li>- Supports the feeding scheme on going at the centre.</li> </ul>
18. Sr Janet	<ul style="list-style-type: none"> <li>- Looked for aid and donated 133 school jerseys to our students.(jerseys were knitted at the centre with the help of the trained women who also got paid for their labour)</li> </ul>
19. ZimRelief	<ul style="list-style-type: none"> <li>- Pays for Educational scholarships.</li> <li>- Supports the skills training programmes.</li> <li>- Pays for HIV and AIDS programmes.</li> </ul>
20. Childline	<ul style="list-style-type: none"> <li>- Works with Glen Forest in cases of children’s abuse.</li> <li>- Donated kitchen utensils for the feeding scheme.</li> </ul>

## 6. Planning, monitoring and evaluation

### 6.1 Actors and procedures for project steering

Name of Participant	Designation	Physical Address
1. Roy Ngwenya	Village head	Willesden Farm
2. Alfaro Goodson	Village head	Plot 1
3. Vivian Mukaro	Village secretary	Sun Valley
4. Mrs Dzonzi	Community Health Worker	Puzzle mine
5. Mr Chauruka	Traditional healer	Balkiza Farm
6. Mrs Zungunde	Traditional healer	Lowdale Farm
7. Romao Bakayawu	Farm worker	Sussexdale farm
8. Joseph Henock	Pastor	Church of Christ

		Mistress Mine
9. Saidi Mupipa	Security guard	Glen Forest
10. Givemore Muzori	Farm Manager	Lorna Doone Farm
11. David Smwita	Community leader	Kademo Farm
12. Lydon Chitowa	Farm foreman	Ventures Farm
13. Takesure Mhungu	Driver	Lorna Doone Farm
14. Naison Jojo	Trainer	Glen Forest
15. Ignatius Gwengweni	mentor	Glen Forest
16. Thomas Tendayi	mentor	Glen Forest
17. Elizabeth Marowa	director	Glen Forest
18. Felisitas Mushore	Board chairperson	Glen Forest
19. Zeph J. Nkomo	Board treasurer	Glen Forest
20. Maria Box	ECD teacher	Glen Forest
21. Betty Chibanda	ECD teacher	Glen Forest
22. Sabinna Hebert	mentor	Glen Forest
23. Augustine Mabvuregudo	Chief mentor	Glen Forest
24. Christopher Chiwalo	administrator	Glen Forest
25. Judith Matsveru	trainer	Glen Forest
26. Loveness Chisenwa	Sr In Charge	Joan Rankine Clinic
27. Takura Nhau	mentor	Glen Forest
28. Fredrick Zimondi	stakeholder	Mt Grace
29. David Tshuma	stakeholder	Nature's valley
30. Edward Nyamukapa	stakeholder	Nature's valley
31. Shyne Kamukosi	stakeholder	Tama Fama
32. Cathrine Chitiyo	WACC Focal Person	Resthaven
33. Xvior Chitate	CPC Chairperson	Glen Forest
34. Franco Francisco	Manager	Mistress Mine
35. Ian Dube	Mine Manager	Rhodo Mines
36. Christabel Zimondi	Student form 4	Mt Grace Farm
37. Tendai Matuku	Student form 4	Joan Rankine clinic
38. Josphine Dhlakama	Student form 4	Chester Farm
39. Nyasha Zivengi	Student form 4	Glen Forest Cemetery
40. Winnet Gurajena	Student form 4	Joan Rankine clinic
41. Johanisi Navhaya	Student form 4	Resthaven
42. Talent Milli	Student form 2	Mistress Mine
43. Denzel John	Student form 3	Mistress Mine
44. Stella Masangudza	Student form 3	Rhodo Mine
45. Ernest Nyabadza	Student form 3	SAS Mine
46. Owen Muchicha	Student form 2	Viking Mine
47. Agatha Musekiwa	Student form 3	Willesden Farm
48. Stella Kamangadazi	Student form 4	Vainona
49. Nyasha Denhere	Student form 4	Hatcliffe Extension

50. Mcdonald Musacheka	Student form 4	Vainona
51. Tinashe Ndoro	Student form 3	Hatcliffe Extension
52. Admire Rukuni	Student form 3	Hatcliffe 2
53. Simbarashe Mhungu	Student form 4	Lorna Doone Farm
54. Samuel Mafuko	Student form 2	Lorna Doone Farm
55. Rodgers Tsingano	Student form 4	Lorna Doone Farm
56. Farai Kambande	Student form 2	Tiviotdale Farm
57. Nyasha Mutava	Student form 2	Litchfield Farm
58. Shylet Ravhu	Student form 3	Sun Valley
59. Mable Chikuva	Student form 4	Arda Nijo
60. Mercy Kafambira	Student form 4	Arda Nijo

The above team forms the project steering membership who constantly and jointly worked together to evaluate the progress and failures of the organisation. During the project implementing period these people have met for 5 consecutive days to discuss together issues pertaining to the affairs of the centre.

#### *6.1.1 Issues identified for Continuing Discussion*

It was agreed that there were major issues that needed to be addressed much more deeply, but which couldn't be covered in sufficient detail, given the constraints being faced. These were: 1) internal structures; 2) deeper awareness of community needs and enhanced community ownership/participation; and 3) reporting, monitoring and evaluating. Points raised on each of these issues are recorded below, and it was agreed that they would continue to be discussed, at all levels of the organisation, throughout the plan period.

##### *6.1.1.1 Internal Structures*

It was agreed that the internal structures of the organisation needed to be examined carefully in order to ensure the highest motivation in, and greatest commitment from, all staff, all volunteers in management and administration and all participants in its activities. In fact, it was observed that, in some ways, there were even factions emerging among staff which urgently needed to be overridden by a clearly understood unity of purpose. It was agreed that communication needed to be better, that areas of responsibility at all levels needed to be understood more deeply by everyone and that staff training, both informal (through workshops and advisement) and formal (including renewing the Further Education Training Certificates (FETCs) for Red Cross, as required, needed to be



focused on more narrowly in order for the Centre to achieve more effective and efficient operations. At the final session, it was also decided that the first essential step to be taken would be to organize a trust-building workshop. It was agreed that all GFDC staff and Executive Committee must be encouraged strongly to attend.

There were also discussions which focused on ways to enhance the dedication of staff. Suggestions made included these:

- ❖ Adjusting salaries
- ❖ Offering performance-related incentive bonuses with genuine objectivity(measuring performances e.g. attendance (all staff), late arrivals(all staff), early departures(all staff), sick days taken (all staff), summaries of student performances through examination results for previous year and 2<sup>nd</sup> term results(study group mentors, getting students to appraise staff performances(new for study group mentors, to continue with Red Cross and dressmaking trainers), and review of any special duties specified in the staff member's contract(e.g. supervising the nutrition garden)
- ❖ Dispelling mistaken beliefs, e.g., a) the Centre would always be there; b) some seem to expect to get the higher salaries of those who have worked hard to improve themselves, without having done so themselves; c) working is no more than a means to get salaries.
- ❖ Assisting with accommodation. The Centre has already acquired permission from Council to use rooms, located near the Centre at affordable rent fee of \$25.00 per month but this is suitable for single members of staff.
- ❖ Finding other ways to reward good performances e.g. coursework at Centre's expenses with bonding conditions so that staff can advance themselves professionally and/or academically.
- ❖ Executive committee members meeting more often with staff

#### *6.1.1.2 Deeper Awareness of Community Needs and Enhanced Community Ownership/Participation*

It was agreed that these items would continue to be in our minds. It was observed that, our plans explicitly showed our concern about wanting to see, for instance, more parents being actively involved in their children's

progress. Our plans also showed a stronger will to reach out into the community more effectively, as well as awareness that better communication between the Centre and all members of the Glen Forest communities needed to be achieved. There was also agreement that the role of the Centre in the community needed to be more deeply understood by most members of the communities themselves. The Church of Christ was suggested as another organisation located within the Glen Forest area which could help, by, for example, publicizing the feeding scheme needs of the Centre.

#### *6.1.1.3 Reporting, Monitoring and Evaluating*

It was agreed that programmes, activities, effectiveness of mentors, other staff, administration and management needed to be assessed and evaluated much more rigorously than has previously been done. In particular, means through which the performance of the Centre could be assessed against its intentions as articulated in its plan needed to be devised and implemented systematically. Towards this latter goal, it was agreed that:

- ❖ Monitoring progress on the plan would be placed on the agendas of all staff and committee meetings, and that all monitoring activities would be documented, since for monitoring to be successful, it would need to be both done and recorded systematically. It was noted that GFDC already has several monitoring mechanisms in place (e.g., minutes of staff and executive committee meetings, regular progress reports from members of the management committee). It was agreed that these would continue to be used.
- ❖ Monthly reports on progress would be required from each person
- ❖ An interim internal evaluation of progress would be conducted during the interterm break between terms 1 and 2
- ❖ There is need to have an external evaluation at the end of the plan period of the funding phase.

#### *6.2 GFDC's Vision and its Mission Statement*

It was agreed that both the vision and the mission statements would appear in at least Shona and English.

### **6.2.1 Vision**

Glen Forest Development Centre, through trust and development, helps to create a happy, healthy, well-educated and multicultural nation. We see the centre as self-sustaining and expanding, with the children, personnel and communities co-operating in our development activities.

### **6.2.2 Mission statement**

To reduce poverty, offer education for life and promote a friendly and collaborative environment by contributing to the intellectual, social, moral, cultural and physical development of pupils and adults in the farming, mining and resettlement communities of the Goromonzi district and helping them to realize their own potential and identify and develop their talents and careers in a more self-reliant manner.

## **7. Outlook/sustainability**

### *7.1 Sustainability of the positive effects*

Glen Forest Development Centre looks at sustainability at two (2) levels. The first level is programmes sustainability and the second one is organizational sustainability. Sustainability at programme level is the extent to which target group could survive without continued support from Glen Forest. On the other hand, organizational sustainability is the extent, to which Glen Forest could survive without continued support from funders and live beyond its founders.

The positive effects of the project is that our funder - Misereor has bonded the relationship between Glen Forest as an institution with the target group(the communities we are servicing). The target group belongs to a marginalized sector where they are struggling to make both ends meet. Without the organisation, the target group is not able to have access to education or acquire life skills hence there is interdependence between us. The other view of the positiveness is that Misereor cause of funding gives Glen Forest Development Centre a further milestone to serve the deserving communities. Glen Forest, as a non-profit making organisation is unable to support its own programmes because the local contribution is not forthcoming.

### *7.2 Sustainability of continuation of the measures*

There are many local structures in place which are a result of both Glen Forest and Misereor's initiatives. Through the assistance of Social Services team, we have managed to put in place Child Protection Committees in various wards. Glen Forest Development centre has focused on ward 6 where 2 CPCs are in place. Within the institution there is a junior CPC which comprises of 10 students who are working as a team in driving many students' collaborated activities. The junior CPC at Glen Forest organizes and conducts their committee meetings. They have established

edutainment clubs such as drama group known as Glen Forest Development Centre Roots, there is a marimba / mbira group, traditional dance group, music/choir. In addition to the above, they also interact in public speaking club and other educational clubs e.g. (Mathematics club, Geography club etc)

There are so many crimes being committed in the communities and people are continuously abusing children. Children are denied their chances of rights. A certain networking organisation has invited Glen Forest administrator for a 2 weeks training workshop on Case Management. This means that as an organisation, we have the capacity to investigate and refer serious cases to the relevant authorities until the case is closed.

The organisation has also trained local leaders to look after the Orphans and Vulnerable Children village registers. This is a very challenging task as it requires transparency, commitment, honesty and other guiding principles. The register has record of the children between 0-17 years of age. These are the children in need of assistance. This structure is now available in almost 55% of the wards we are targeting in the Goromonzi district.

We have also trained adult literacy tutors who are responsible for teaching adults in their communities. These are fully taking control of basic education for adults in their communities. This is a gradual move to wean the target group and put entirely some of the activities in their hands. Life skills such as tie and dye, batic and potatoe printing have already been imparted to the women who are now in full control of these activities in their place of residence. In smaller groups, they are working together to do the activities and sell the crafts produced.

See table below:-

<b>Area of adult literacy centre</b>	<b>Number of tutors trained</b>
Mistress Mine	4
Lowdale Farm	3
Baxter Farm	3

### *7.3 Activities for fundraising and to increase self-financing*

Fundraising is an issue Glen Forest always wishes to do. There are other donors we have approached but there is no reply yet. A few local individuals are available who provides donations in kind towards the feeding scheme of the vulnerable children.

The target group hardly brings anything to the organisation as they are the beneficiaries of the help we receive from you as financial support to implement programmes for them.

## **8. Summary assessment: how do you and the target group rate the project overall?**

### *8.1 Relevance*

Glen Forest Development Centre could not have been operational if it has lost its vision and mission for its existence. Neither would Misereor be in full support of the implementing partner if aims of the project are not clear to them. This establishes that the relationship between Glen Forest Development Centre and its donors is good. The funding partners have relatively high confidence in Glen Forest brought by the administrative efficiency it provides particularly the recording and reporting processes.

### *8.2 Effectiveness*

The project has achieved its objectives for this particular funding period. In contrary the objective for Education is a continuous process, the implementer should continue this process while funders continues to give support. The population is ever increasing with new babies occupying space while adults continue to strive for the usual life. Misereor's funding has been effective in the sense that Education has continued and many lives have been transformed from ignorance to a civilized human being. The way the organisation started is not the same today because life is dynamic. Staff that has remained in the systems of Glen Forest Development Centre has also improved their life styles by furthering their education and improving their living conditions.

### *8.3 Additional effects*

Additional effects are that there are other measures which we were expected to fulfill during the just ended period of funding, these were successfully done. Our budget was almost in a dilemma only to be reminded that we had Euro 2000.00 on reserve which resulted in our opportunity to finish implementing outstanding activities such as further education in processing and storage/conservation of rural products and capacity building courses for local leaders.

The target group did not anticipate receiving such skills training workshops as we have reported to the steering team that our funds were nearly exhausted. When they witnessed the training workshops, they realised the importance of good networking with donors and encouraged participants to utilize the gained skills for the benefit of themselves, their families and other people of the communities they

belonged. The project has created different structures of craftsmanship that would also be roll models of development in their own communities.

#### 8.4 Longer-term impacts

The overall goal of this project was to improve the general living conditions and primary health care conditions in favour of farm worker families by means of non-formal education and self-help initiatives. The project's contribution to the goal as formulated in the Project Contract has been met. This is supported by the table below:-

Activity name	Participants Base line for 3 years 2009-2011	Total no. of beneficiaries during the 3 years 2009-2011	Percentage of the Intervention	Rating Remarks
Study groups	1000	775	77.5%	Better
Early Childhood Educ.	400	279	69.8%	Quite good
Adult literacy classes	250	138	55.2%	Average
Garment construction	250	235	94%	Impressive
Bricklaying	250	224	89.6%	Impressive
Bicycle Repairing	150	129	86%	Satisfactory
ECD teacher training	60	55	91.7	Impressive
Adult literacy training	10	10	100%	Excellent
knitting	10	18	180%	Excellent
Parafin making	40	36	90%	Impressive
Catering workshop	60	64	106.7%	Excellent
Abaloo making	20	26	130%	Excellent
Potatoe printing	20	23	115%	Excellent
Tie & dye workshop	201	210	104.5%	Excellent
HIV/AIDS workshops	1200	1146	95.5%	Impressive
Local leaders training	2000	1103	55.2%	Average
OVC support	400	382	95.5%	Impressive
Food processing	100	70	70 %	Good
Internal Evaluation	60	60	100%	Excellent

#### 8.5 Sustainability

The issue of sustainability is a bit questionable considering how the hard currency is being utilized in the economy of Zimbabwe which is undergoing a healing process. The changes achieved within the target group are a result of the introduction of this currency which substituted the local currency ZW \$(Zimbabwean dollar).

As has been explained before that we view sustainability in 2 levels, the programmes sustainability for Glen Forest does not have a weaning off strategy although the vision is for self-sustenance. The weaning off strategy would eliminate dependency syndrome which has since become a culture in Zimbabwe. While dependency is good at the initial stage for this target group, there is need for Glen Forest Development Centre to help its beneficiaries to move from dependency to interdependency. Interdependency will not make Glen Forest the sole provider but that the target group can actively contribute towards the realization of Glen Forest's vision and mission through helping others when they reach impact and sustainable levels. In the process, the target group can actually replicate Glen Forest's model.

## **9. Cooperation with MISEREOR**

### *9.1 Your comments on the cooperation with MISEREOR*

We feel much honoured realizing the best relationship which Glen Forest Development Centre has developed with the funding partner- MISEREOR. If I am not mistaken, this is the third funding phase which analysts can define Glen Forest as MISEREOR's baby. Indeed we are your baby. We have very friendly staff in your offices, Christians of course, deserving many blessings from God!

The delegation of 12 MPs accompanied by the German Ambassador on a special trip to Glen Forest in 2011 explains how intimate the relationship is. Miriam Gwendolyn has also picked successful stories for Glen Forest. She was a very resourceful visitor to us. She enjoyed staying within a Zimbabwean family and we anticipate more visits in future. We sometimes wonder what's so special about Glen Forest. Is it the buildings, the staff..., the poor children..., myself (Elizabeth)...,so many questions I may ask but you know better.

Our beneficiaries are receiving 100% support because of their status of failing to contribute something towards their learning and acquisition of skills. We very much appreciate the consideration and continuation of the project which MISEREOR is supporting every three years.

Local officers treat us the same, Volker Riehl, Locardia Shayamunda and Lucia Chadyiwa are just as good as their names. We receive all the assistance we need pertaining to our administrative issues. We are often given tips just like any gambler waiting to win after giving a bet. The winning horse is always found and that is us – Glen Forest. May such kindness endure forever!

Harare,  
December 2011  
Director