

GLEN FOREST DEVELOPMENT CENTRE

PROJECT NO: 144-001-1038

NARRATIVE REPORT 2010

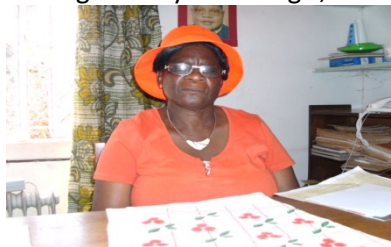
1. General Information

1.1 Name of the partner Organisation – Glen Forest Development Centre

1.2 Project title and project number – Continuation of the Glen Forest Non Formal Education and Vocational Training of the Farm workers and their families; 144-001-1038

1.3 Reporting period – January – December 2010

1.4 Brief description of the genesis of the report: The report has been compiled by the programmes coordinator in close consultation with the director of the project Ms Elizabeth Marowa. Monitoring and evaluation has been conducted through interviews with participants, Glen Forest staff through Fridays meetings ,



Elizabeth Marowa -Director

2. Changes in the external framework conditions and project organization

2.1 The project is operating in a framework where other new players are addressing other HIV/AIDS programmes covering the Goromonzi district because they are mobile and the organization is partnered to The Global Fund, National Aids Council, SAFAIDS, USAID and psi-Zimbabwe. The Organisation is ZICHILE. They are undertaking sensitization on Behaviour Change and they do this by screening different films with relevant objectives in clinics and hospitals where most people gather. Since their arrival in the district, they have contributed a positive behaviour change in different communities including Glen Forest where most of our activities are taking place.

On the other hand, Mercy Corps was in the area for 2 years until 2009 when they trained in all 25 wards in schools and formed after school clubs as well as establishing 25 Child Protection Committees in which the local Councillor was an ex-officio member of that committee. Their goal was to make sure that these committees endure for ever and continue to operate for the sake of the children. In our Community the Committee has remained silent up to now and we motivated our students to form a junior CPC which is performing very well and is considered as the most active junior CPC in the Goromonzi district. Such a social change has brought a rapid magnitude of the project and we have marketed our projects to other communities who have made arrangements with us for next year's skills trainings.

2.2 This reporting period has found us in very good networking atmosphere both internally and externally. The director has liaised with many different people, influential leaders, farmers; individual friends who have considered her wisdom and have assisted Glen Forest in different ways the most important being the upkeep of the OVC feeding scheme at the centre. She has also attended many development workshops and has shared the learning

outcomes with the Glen Forest staff. The programmes Coordinator has passed all the last three subjects for Semester 4 year 2 namely Environmental Management; Project Management and Marketing Management. He is now undertaking a project research to enable BBA degree graduation in 2011. The acquired knowledge under staff development has improved Glen Forest administration status although there is still much more to be done. The Chief mentor has instilled discipline among students which has improved both their academic performance as well as behaviour change towards studies. The pass rate for the June 2010 National examinations improved from 12 % to 26 % this year. Such an improvement means there is a noticeable change. Other departments have also done very well in terms of leadership and the duties implemented. These areas include ECD led by Patricia Herbert with a total of 85 Orphans and Vulnerable Children. Dressmaking classes / Garment Construction led by Judith Matsveru, Building led by Innocent Matuku , Gardening led by Takura Nhau, Bicycle Repairing and Maintenance led by Jojo (on part time basis). Allocation of responsibilities has found us all busy and concentrating on the results of the activities and the impact created.

3. Progress in project implementation

3.1 Comparison of the activities implemented in the reporting period

ACTIVITIES IMPLEMENTED	NO OF PEOPLE IN 2009	NO OF PEOPLE IN 2010	ATTENDANCE INCREASE/- DECREASE
Informal education academics	235	265	+ 30
Early Childhood Education	104	85	- 19
Adult Literacy	41	14	- 27
Garment Construction	71	79	+ 8
Bricklaying	65	87	+ 22
Bicycle Assembling and Repairing	46	32	- 14
ECD Teacher Training	30	-	
Knitting	2	5	+ 3
Paraffin making workshop	13	15	+ 2
Catering workshop	44	15	- 29
Abaloo making workshop	-	20	+ 20
Potato printing	-	18	+ 18
Tie and Dye Workshop	-	120	+ 120
HIV/AIDS coordinated programmes	335	390	+ 55
Capacity Building Workshop	-	48	+ 48
Sensitization and Training Village Heads & Secretaries	-	540	+ 540
OVC Service Implementing	75	144	+ 69

Deviations on implementation of certain activities have arisen because just a few people have interest in knitting with machines because they own the machines at home while other do not have these knitting machine hence they do not value the training we conduct.

Paraffin making workshop had an increase of 2 people compared to last year a sign that this can have a greater attendance in areas where we have not held workshops before. We will consider this deviation as we start the New Year!

Abaloo making, Potato printing and tie and dye workshops were conducted successfully without some hindrances. The attendance was quite high during tie and dye workshops because people are making a living with this activity hence forth the need to acquire more skills. Workshops for the toilet making were conducted at Dandy 11 and Rhodo 26 Mines respectively where the participants after learning began to build many toilets within the mining compounds they are living.

HIV/AIDS coordinated programmes included the holding of 4 HIV/AIDS workshops with the youths in schools. 2 workshops were held in the community at Gem Valley and Sun Valley respectively. There were also sustainable agriculture workshops for people living near the centre to improve the nutrition in homes. We are also an OVC service implementer in terms of Child protection and education.

Capacity building workshop was for the OVCs at the centre as well as teachers and a few community adults selected to attend the workshop. Hired facilitators included Ministry of Health staff; Ministry of Labour and Social Services; Zimbabwe Republic Police and District Aids Coordinator. This workshop was very effective as it resulted in the strengthening of the Junior Child Protection Committee which is existing at the centre.

21-25 June 2010 saw the organisation starting an initiative working with other stakeholders involved through holding **Sensitization Workshops of the OVC register**. We started with 10 wards out of the 25 wards. As regards to this matter herewith is a brief summary of the report in which the Organisation is an effective Implementer.

District Background and Profile

The district is of 9 districts in Mashonaland East province and its bordering districts are Seke, Marondera, Murewa and Shamva.

Goromonzi is a peri-urban with 25 wards. It has a population of 158 000 the district is comprised of commercial farms and communal farms, mines and the influence of Nyamapanda Highway. The district has 24 Rural Health Centres and 1 district hospital. There are two tertiary colleges namely Domboshawa, and Jamaica Inn Training Centre. There are seventy (77) primary schools and twenty eight (28) secondary schools.

Facilitating the sensitization of the OVC register were Chiketa M – DC ; Mutote H.M, DSSO; Chiwalo C - NGO Rep and Mafoko G - DAC . The **Objectives of the workshops** were :

To sensitize wards on the OVC registers

To mobilize communities to register OVC in their respective wards

To enable communities to monitor the situation of children in their wards

To ensure accurate data collection and updating the OVC register

To hear challenges and problems faced by village heads and OVC in various wards.

OVC register to be:

1. Kept in custody of village head
2. Updated by the village secretary on monthly basis
3. Verified by CPC once a month
4. Monthly data consolidation form should be filled by village secretary
5. WAACs should also assist in the monthly data consolidation process.

Issues that came out

1. There was a concern over starting with only two wards out of 25
2. Stakeholders had a hope that the data would help them
3. Concerned about the availability of funding for expansion to the other 25 wards

4. Expect objectives of the OVC registers to be SMART
5. MOLSS (Ministry of Labour and Social Services) will have reliable data on OVC



Stakeholders Sensitized

1. Local Authorities – Council
2. Local Government – DA
3. Other Ministries
 - Statistics ; Health; AREX; Youth; Women’s Affairs
4. Ward Aids Coordinators
Christopher Chiwalo at Village heads workshop
5. NGOs
6. Village Health workers
7. Village Secretaries
8. Sabhuku, Village heads

Wards Sensitized

- Glen Forest ; Irvordale; Mawanga; Mwanza; Chinyika; Shumba; Rusike; Gutu and Munyawiri

Challenges

- Geographical set up of the district
- Lack of transport to undertake the exercise
- No refreshments for the village heads
- Prioritization of wards everyone wants to be taken on board.

Recommendations

The provincial office / NGO – Glen Forest should assist the district core team to be motorized.

There should be provision of refreshments to districts to avoid burn out.

Financial resources be availed to districts to keep start the village registration training.

3.2 Actors we are networking with involve the Ministry of Labour and Social Services, The Local Authorities – Council; Health Ministry; Education Ministry ; Home Affairs Ministry ; All activities we are conducting requires feedbacks to these relevant Ministries because we cannot operate without their involvement in our affairs in one way or another. MOLSS requires end of year reports as well as Financial Statements for our Organisation. As a service Implementer, they also want to know what we are doing with all programmes involving children. There are minimum quality standards for OVC programming in Zimbabwe and these standards are being evaluated by this relevant Ministry too.

The Ministry of Education also checks on the progress of the Academic Curriculums and Policies as well as Sporting and Cultural activities. We are bound to produce the required results for progress sake and improve on the school’s pass rate to prove our capabilities and integrity as implementers.

The local Authority also checks on us as we are using their premises. We report on all HIV/AIDS coordinated programmes we are undertaking. This is done on quarterly basis. DAC (District Aids Coordinator) captures the data on all HIV/AIDS related activities and report back to the Provincial level what we are doing in the district in regard to HIV/AIDS activities.

Ministry of Home Affairs is giving us protection in terms of security and justice services. There are cases of thefts we always refer to the police to seek for their recovery and instill discipline in the community. We also invite the local Police officers to talk to the students on road safety measures and dangerous drugs to be avoided. This is helping us a lot in terms of discipline. The Health Ministry is playing an important role to us because of the closeness of the clinic; all illness cases are given special priority service because we are dealing with children with different status. The clinic Sister in- Charge also checks on the health status of our ECD children on regular basis. This gives us an opportunity to verify malnutrition cases and the improvement of the child's health after going certain months on a feeding scheme programme.

ZAN (Zimbabwe Aids Network) also network with us in terms of workshops and meetings in which we are invited and participate in their interventions. In return we acquire knowledge of what is happening in places surrounding us. We are a member of ZAN hence we receive newsletters and any IEC material which we also use as teaching resources in our HIV/AIDS related activities.

4. The effects achieved by the project

4.1 Achievement of the project objective(s)

The project has noticeable changes of the beneficiaries.

Study groups:

A total of 265 youth have benefited from the informal education system.

The results for both internal and ZIMSEC examinations have been successful although there has been a decline on the national examinations pass rate. The following indicators have proved this.

- The school pass rate was at 25.3% for the November 2009 examinations
- 70 % of the boys wrote 5 or more subjects including English language (38 boys)
- 30 % of the girls wrote 5 or more subjects including English language (16 girls)
- 3 boys passed more than 5 subjects including English language
- 2 girls passed more than 5 subjects including English language
- 2 girls passed 3 subjects each with no English
- 5 boys passed 2 subjects with no English
- 9 boys and 3 girls passed 1 subject without English
- 71 students did not achieve anything during the November 2009 examinations and these are repeating.
- There has been on average an internal pass rate of 65 % during first term, 67 % term two and 70% during term three

Discipline and spirit of togetherness has improved as compared to the past year

- Few misconducts were reported during the school calendar terms
- Three quarters of the students are studying until 4.00pm, a situation not done in the past as they absconded lessons
- No thefts nor fights were reported during the schooling terms

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
- Maintenance club has assisted with the repairing of school desks and painting of classrooms
- Gardening/Agriculture club has provided vegetables harvested from the school garden to feed the OVC children in the Early Childhood Centre

- Entertainment club has sourced funds through selling sweets, civis day and bought mbira, marimba and drums from Mbare Musika for the centre's entertainment
- The Glen Forest Roots (drama) club is working towards perfection to perform in various occasions in future to fundraise for the Organisation



Early Childhood Development (ECD)

A total of 85 children have been enrolled during year ending 31st December 2010. A drop of 19 indicates that these children are no longer at the centre because they have proceeded to grade one (primary 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
- ECD teacher in-service training by Ministry of Education
- Evaluation reports from Ministry of Education received

Adult Literacy

A total of 14 adults pursued with their basic and functional literacy

Improved ability to read and write important documents

- 14 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
- 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

Vocational Training

A. Garment Construction/Dressmaking

A total of 79 youth 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.
- Youth have sewn ECD aprons for sale a positive contribution towards the centre's fundraising.

B. Bricklaying and Brickmoulding

A total of 87 youth in school have benefitted from these activities

Improved skills in building and molding 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
- 400 concrete blocks have been molded by the trained students, and these have been used to build the mentioned toilets

C. Bicycle Assembling and Repairing

A total of 24 youth and 8 adults benefitted from the bicycle assembling and repairing activities.

Improved skills in repairing and assembling

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



D. Knitting

A total of 5 participants got training in the use of knitting machines

Improved skills in knitting and self sustenance method

- Five women have acquired knitting techniques
- Five women are knitting jerseys for school pupils at Calgary School at a reasonable charge for their sustenance

E. Paraffin; Catering; Abaloo; Potato printing and Tie and dye Workshops

A total of 188 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

HIV/AIDS Coordinated programmes

A total of 390 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 Workshop

A total of 48 youth and adults attended the capacity building workshop

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

Sensitization and training Village Heads and Secretaries

Improved ability to administer the Orphans and Vulnerable Children Village Register

- Nine wards out of twenty – five have been sensitized
- 540 village headman, (sabhuku and sadunhu) and their secretaries have received the training so far.

4.2 Observation of additional important effects

Additional important changes we have taken note of are the involvement of the organisation in the government initiated programme for the OVC Village Register in which we are part of the training team. This programme has marketed our organisation in Mashonaland East province to the extent that at all meetings where OVC issues are discussed at district level, the Organisation is required to report about all its activities implemented and challenges faced. We have also come up with a concept paper summarized in 2 pages in which we highlighted our **Skills for Sustainable Livelihoods Project** we are implementing.

The training being carried out in wards is mixing all political parties as some wards are led by ZANU PF councillors while others have MDC councillors. In all training sessions we have not encountered any political tensions as the leaders clearly understands that this programme is for the benefit of the children classified under OVC. The unexpected challenges we are greatly facing are the long distances we walk during the training sessions. There are no vehicles provided for this programme except for those bosses at provincial levels doing the monitoring process.

5. Conclusions

5.1 Course of the project, approach and strategy, methodology and effects

Since projects have a timeframe – a beginning and an end, the beginning is relatively known and the end relatively predicted, our activities are not sequential in nature whereby one activity must be finished before another one can begin. Misereor has since its beginning been funding us to perform the “Continuation of Education and Vocational training of the farm workers and their families in the Mashonaland province”

Most measurable outputs have been mentioned which have been aimed at a specific target group – farm workers. Whilst the Organisation is focusing mainly its core activities within the Institution’s environment, a different approach to expand its programmes have been identified. This is a new approach we are strengthening now – Outreach training, sensitization of the OVC Village Register and we intend to introduce our Skills for Sustainable Livelihoods to other wards in the district. We cannot cover them all during the third year funding period, but with funds permitting in future, Glen Forest would have covered most wards with poor families or farming environments such as the Glen Forest area.

The quality of project management produced by Glen Forest is dependable on both the director of the institution and the coordinator. As project managers, we get things done through other people. We make decisions, allocate resources and direct the activities of others to attain goals. We do not operate in a vacuum; we do our work in an organization. Our four basic management functions include planning, Organizing, Leading and Controlling.

The performance of the project has been closely monitored and controlled. This process has ensured us that the project is progressing according to plan, and in relation to the set goals and objectives. Any deviations, we have brought these to the attention of Misereor and these deviations have been contributed by our budget not meeting the requirements to fulfill the implementation of the targeted goals because we have lost the local contribution.

The participation of the target group has been satisfactory in all circumstances. Their involvement in the activities means they are the right beneficiaries of the project.

5.2 Conclusions for further planning

If environments were perfectly static, if employees’ skills and abilities were always up-to-date and incapable of deteriorating, and if tomorrow was always exactly the same as today, organizational change would have little or no relevance to organization/project performance. But the real world is turbulent, requiring organizations and their members to undergo dynamic change if they are to perform at effective levels.

Organisations are constantly changing, often as a result of events which affect the status quo, such as process improvements, the introduction of new technology, organizational restructuring or mergers.

The greatest challenge for organisations implementing such change is to achieve the cultural or behavioural change that is often required to achieve the planned benefits, even when it is recognized that change is required.

Behavioural change in organisations does not just happen. Typically, change will only occur if an initiative has direction, leadership, very clear goals and benefits for its key stakeholders; and of course, all of these are communicated well and in a timely manner.

In terms of further project planning, change management needs to be practiced for some time to ensure sustainability. We need to have creative planning, skilful communication and develop a coherent change strategy that will drive, achieve and sustain real change.

5.3 Additional important lessons learned are that projects have a specific budget assigned to them. They are limited by a budget. If Glen Forest had a big budget with a provision for a vehicle to facilitate the implementation of outreach programmes, their monitoring and evaluation, we could be one of the Organisations Misereor would want to see expanding to greater heights!

5.4 Acknowledgements

Glen Forest Development Centre would most sincerely thank all its individual and support organisations that made it possible through **financial support** for us to

implement our programmes. In particular we mention Misereor, ZimRelief, Ruth Kalbermatten, and other individuals who do not want their names published.

We also realise the greatest presence of the Board for their holding of meetings, implementing policies and guidelines and regular visits at the centre which also inspired our staff and improved communication networks.

There are also other local organisations we have worked with in sharing facilitation techniques to achieve certain training skills, we acknowledge your enthusiasm and pray that we continue to work together for the good of our communities and the country at large.

**Harare,
December 2010
Director**