2011 Annual Report

(Celebrations for our 10th anniversary)

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Foreword

Chiedza Child Care Centre was founded in 2001 to care for orphans and vulnerable children in Mbare Suburb of Harare. Over the years Chiedza has steadily grown and developed in size and the range of services that it offers. As at end of December 2011 the Centre was supporting indirectly close to 12,000 children in difficult circumstances providing a wide range of services including early childhood development, education support, psychosocial support, health and nutrition, sports and recreation, livelihoods training and social teaching. The catchment area has expanded to cover Mbare, Sunningdale, Waterfalls, Ardbennie suburbs and Hopely. The development of Chiedza is attributable to the commitment, sterling and selfless effort of the founders and Board members, the donors that have supported Chiedza since its inception and indeed the hard work of the current Board, Director, staff and volunteers.

Indeed 2011 was a year of consolidating our experiences and reflecting back to 10 years ago when the organization was established. We enter 2012 with this high moral and enthusiasm to replicate the model to other needy areas.

Thank you.

Marko Ndlovu
Director
1. CONTEXT

1.1 2011 Overview

Chiedza’s theme for 2011 was “celebrating 10 years of unlocking potential of children in difficult circumstances-building bridges for future leaders”. The year 2011 was filled with a lot of challenges and opportunities. It was a year of consolidating the gains, experience, wisdom which had accumulated for the past decade of its existence. Indeed the 10th anniversary was well organized and achieved its purpose. Thanks to all those who supported the celebrations.

Our netball team was engaged in community work as part of the requirements for the Youth Education through Sport (YES) competitions. Of all the places the team visited for community work, the place that had an effect on them was Mashambanzou Care Unit had an effect to the girls. Our girls’ netball team defended the title which they won in 2010 in Gwanda. In 2011 the competitions were held in Bindura. The Youth through Sport competitions continued with the three components i.e. peer education, community work and sports games. For our Peer education Component, Chiedza just stole the show, everybody wanted to see what they were capable of doing in terms of production. Theatre comes so natural to these children and their performance was just unique. They brought out the theme which was about Religious tolerance as well as Cultural tolerance in issues pertaining to HIV and Aids. When our results were finally announced everybody was quiet, and team Chiedza was called out as the overall winners and were the only team proceeding to the National competitions, representing the Northern Region.

Having met all the requirements for qualifying, and as defending champions, the pressure on Chiedza was just too much as every other team in netball was competitive, because of this, all psychological warfare were established. It became all against Chiedza as they united to disarm our hard earned title from the previous year. Our children had been thoroughly prepared psychologically by their coach and team manager that they saw no threat in what was being done or said to them, but it actually made them more resilient and stayed focused. Chiedza was then the overall winner and they brought home two gold medals.
1.2 Sustainability

In 2011 our programming focused on issues to do with sustainability. It is our belief that meeting the needs of the future depends on how well we balance social, economic, and environmental objectives or needs when making decisions today. When we focus on the social aspects of sustainable development, we look at the issues that impact people directly and that either helps or hinders the process of improving the quality of life. We devised various ways of empowering communities to take the lead in community development interventions.
2. HOW WE TOUCHED CHILDREN’S LIVES IN 2011

In 2011, we worked in the following programme areas, Early childhood Development, Education(formal and non formal education), Nutrition and Health, Psychosocial Support, Sports, Recreation, Skills development and support to caregivers as shown on Fig 2.1. Our approach was to reach out to teenagers who had reached 18 years and were ready for weaning off. Our skills development targeted these children.

Fig 2.1 Touching the lives of Children in 2011
2.1 Nutrition and Health

Feeding of children and provision of basic health care continued in 2011.

While feeding at the centre is not measured in terms of health and nutrition impact, it has proved to be a pull factor to our children. To some of our children this is the only decent meal they have a day. All our children are appear to be physically fit and free from skin conditions.

Toilet construction
A block of toilet consisting of eight holes and one urinary was constructed during the year. This has eased the pressure on the existing facilities. We can now safely host a crowd of 1000 children without any health risks. The full funding came from QANTAS. Once completed will lessen the current burden on few existing toilets at the centre.

Health screening
We continued with our monthly health screening sessions at the centre. During 2011 we did not have any significant out breaks of particular diseases but just the general respiratory infections due to the cold weather. The two volunteer medical doctors conducted health and hygiene talks with our children. These talks basically looked at personal hygiene and during the sessions we managed to provide bath soap, face towel, tooth paste and Vaseline to each child who attended the sessions. We hope to continue with these talks as they assist our children to take care of themselves in terms of personal hygiene. Sanitary pads were also distributed to adolescent girls on monthly basis as a way of helping them to maintain their personal hygiene.
2.2 Early Childhood Development

**Parental involvement**
Consultations became the most effective way of involving parents in the learning process of their children and a way of making those who lacked interest to actively take part through one to one discussions to appreciate the importance of pre-School education.
Parents, most of whom are widowed or single and not so healthy did play a very vital part in the maintenance of preschool hygiene as they came for thorough cleaning every Tuesday before their support group meeting and this has helped in maintaining the required health standards for the local authority. Graduation was held on 19th November at the centre’s Gazebo and what a large turnout from the parents and caregivers. Our guest of honour was the headmaster of Houghton Park Primary school, Mr. Nyika. Everything went on well as the rest of Chiedza team was there to support the children. This also dressed the issue of timing as by 12.30 pm, we were through and lunch was served. Mr. Nyika capped our children on the day. On the anniversary day, the kids won the hearts of many as they presented their stories confidently in front of dignitaries and invited guests to take part on the day.
Our children went to Imbashi near Lion & Cheetah Park and had a great joyous day in the bird park. They had horse rides, pony rides and donkey driven cart rides. We did all these to expose our children to different things they do not get to see every day as it stimulated their desire to learn and discover. This helped even when discussions are took place that, they would not be excluded as they would argue about something that they would have seen and known.

Pre-school children at Imbashi bird sanctuary during a trip
2.3 Education

A total of 1487 children (732 males and 755 females) were supported through the block granting mechanism. Block granting is a mechanism of paying school fees which through the provision of learning materials to a school and in exchange the school exempts an agreed number of children from paying school fees, thus retaining them in schools. The target for educational support in this quarter was the retention of 1500 children in school. We then saw an achievement of 1631 children accessing school (those on direct fees payment and block grant beneficiaries).

School Development Committee engagement

A total of 29 SDC members received training in income generating initiatives. Eight schools received small grants to start up their income generating project (IGAs) in an attempt to sustain the block grant initiative when the funding comes to an end in September 2012. These schools are expected to generate income which will be used to pay school fees for the block grant supported children after 2012. These SDCs received these grants after undergoing a thorough two day training programme in IGA management facilitated by the Ministry of Education Sports, Arts and Culture staff.

Out of School project

We had 80 children enrolled at the centre for this project as at December 2011. We will be integrating some children to formal school in January. Our target is to maintain a figure of 80 children at a time at the centre. The two retired teachers are doing their tasks satisfactorily.
Feasibility study
The key objectives of the study were to assess whether there was need to replicate the out of school project piloted in Mbare, Harare in other Harare suburbs and also to assess whether the project was of relevance to the needs and priorities of the children who dropped out of school. Interest was also on the potential costs of running the project in these communities, community's readiness to participate in the project and contribute towards its success.

Resource Centre
There has been an increase in the number of students visiting the Resource Centre as compared to the previous year. These students have showed a strong desire to learn and as such are always present in the library. Grade seven pass rate improved through the use of the resource centre.

CD Radio Listeners club
The empowering of children with information on child rights was scaled up in this 2011 resulting in 5018 (Female: 2556; Male: 2462) children being reached through CD listener groups sessions in all the eight primary schools under the block grants. The CD episodes covered contained information on the right to education and the right to food respectively, and these also contained psychosocial support (PSS) information. The CD listener sessions are an effective tool of empowering children with information on child rights. It was learnt that most children in the community are now aware of various forms of child abuse.

Youth Friendly Corner/Child Advisory Board
A total of 9 member child led Chiedza Advisory Board we trained at the centre in leadership skills. The training covered qualities of a good leader, types of leadership and leadership role models. The children appreciated the training very much in that it opened their eyes on the secrets behind successful leadership. The group has since started leading other children at various forums such as centre activities. Two of the elected leaders (Nicole Chigama and Niason Jakanya) were further elevated to represent Chiedza at the district child led CPC after excelling during the training. They also managed to show good leadership skills during the few weeks in which they were availed with the opportunity to lead other children. It is hoped that the children will be introduced to the Chiedza Board Members on the sidelines of the next board meeting as a starting point of a new working relationship from both sides.
2.4 Sports Development

It is when dreams are made a reality through perseverance and persistence that we often get to see the intended results into fruition. Such is the story of netball at Chiedza Child Care Centre. Team work, not just for players only, but for both the children and staff often make our effort so much easy as we pull together in one direction. This has resulted in our name being known well beyond Harare’s boundaries as our children have represented us at higher National stages and with good results also coming. The Youth Education through Sport programme an event which begins at district level, provincial then national, saw our children sailing through with so much ease and clinching gold medals.

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GEORGINA - THE LEFT HAND PITCHER
WITH A DIFFERENCE
When Zimbabwe Softball Association launched a grassroots softball introduction, little did we know it would take us on board for a long time. Coming from very humble background we never really thought they would go an extra mile in sourcing for a kit to help our children appreciate the sport, and it did in a big way. They gave us a coach who volunteered to help us until our children could lay the game well and understand the rules of the game. When all this was happening, he would also try to look out for talent amongst our children. At one time, they organized a tournament in Highfield, were our children were to play some teams from Mabvuku, Mufakose, Bulawayo and Kambuzuma. This was also made an opportunity for them to play against and some in the same team with national team players and have a feel of how the game was meant to be played. It was a 2 day event and the teams from Chiedza really proved they had fallen in love with the sport of softball. There is a player everybody in the technical team kept talking about. A player whom they often referred to as ‘ma-left ’, whom they said was a rare product and we got closer to understand which one they meant. At first, we thought it was player from another team, but when we heard that ‘ma-left ‘was a child from Chiedza, who was throwing or rather pitching as it is called in softball, Chiedza was in cloud nine. Her name is Georgina. She is a left handed pitcher who has a future in softball if the talent in her is groomed well. She is so fond of the sport and the commitment she shows makes her, really a rare commodity. She was selected for trials for a Provincial team, unfortunately she did not make to the final team that travelled to South Africa in December for an International Softball Association Tournament. Softball, besides netball, is a sport she has grown to like and participate in.
2.5  **Psychosocial Support**

The Chiedza Orphan Care Model ensures that a holistic PSS service to its beneficiaries is provided. The story below outlines a typical situation of some beneficiaries.

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**Dream Come True!**

Georgina and Joyce acquire birth certificates after a long journey of struggling.

Georgina was three, and Joyce one year three months, when they were dumped by their mother. A month later, the father denied the children in fear of taking the responsibility of looking after the children, so he decided to run away from home, leaving the children with his younger sister who was doing grade six, and his father (the children’s paternal grandfather) who was deaf and dumb; the grandmother passed away some years ago. This is where the journey begins for Georgina and Joyce. The Aunt could not attend school most of the time, as she had to take care of her brother’s children who had no one to look after them. Georgina and Joyce have never met their parents; they only know them through a photograph and since 1996 their whereabouts are unknown. The paternal grandfather could not be able to look after the children when the aunt was at school, thus she struggled to send Georgina and Joyce to school without birth certificates, not to mention paying school fees for herself and the children. The aunt had to sell tomatoes so as to make ends meet, and for food to be on the table, and this was a tough situation for her. Eventually, the family was identified and taken in by Chiedza during a home visit. Despite their joy, considering that Chiedza will be paying fees for Georgina and Joyce, the Aunt was worried that these children still didn’t have birth certificates and Georgina won’t be able to write her imminent grade seven exams without her birth certificate.

Chiedza Child Care Centre continues to provide light, as named, to many children with psychological stress and birth certificate problems, by helping them to acquire their identity. Currently, many caregivers have reiterated that the caregiver support group, through a host of psychosocial support workshops and trainings, have contributed to their emotional and psychological well-being, as well as helping them to acquire birth certificates for their beneficiaries (the children). Georgina does well on the softball pitch - she was chosen as a best softball pitcher when she was trained at Prince Edward School, and so her identity documents were required to verify that she was the right age. She was to join the senior teams that were going to travel...
outside the country, and that’s where the problem started. Chiedza did its best to help these children from the time, and they would engage the caregivers. We then engaged the Social Welfare, which assisted us and gave us letters to go to Harare hospital to collect birth record confirmations. This was an arduous task since we had to find the records ourselves, in a room full of files, but with the wisdom of God after two days we managed to get a birth record for Georgina! However, registering Georgina’s birth certificate at Market Square (Registrar’s office-Home Affairs Ministry) was not easy, and we had to engage Justice for Children Trust (JCT), champions of legal for assistance for OVC. We called JCT and narrated our story about Georgina’s birth certificate. Georgina and her sister Joyce can smile as they now have their birth certificates, knowing that they now have identities. Georgina can now write her grade seven examinations this year; Joyce will be in grade seven next year. Surprisingly, Georgina and Joyce’s aunt also does not have a birth certificate, and she is now married with two children. Her life is in a mess, and her future seems so bleak with no identity. She realises that a simple birth certificate can complicate her life - she is just a house wife without a birth certificate or an ID. She has made attempts to acquire her identity as well, and has asked Georgina to accompany her to Harare Hospital to search for her birth record so that she can register for birth certificate. “I don’t want this same problem to happen to my children I have learnt a lesson from this issue,” says the aunt.
The much valuable birth registration certificate now in Georgina’s hands.
2.6 Working with Caregivers

Caregivers received training in detergents making, internal savings and lending as well basic business management skills. Further, they were trained in case management and para-legal issues so that they can provide first line port of call when children seek legal advice. The story below explains a concept that Chiedza has adopted in an effort to restore lost moral values in our communities.

The economic strengthening activities at Chiedza targeted three groups namely, the caregivers, youth (school leavers) and the Out of School group.

A total of 27 female caregivers who were trained in detergents making and they continued to make detergents for sale (dish washer, toilet sanitizers, cobra). In this 2011 they produced 760 litres of detergents which were sold at $1 per litre. Twenty percent of the net proceeds were given to Chiedza so that it can pay the school fees of the caregivers’ children. However, the group dismantled, the members are now opting to make the products at home and not at the centre what they used to do. The reason being the long distance they travel to Chiedza on daily basis conducting their business, thus opted to do it at home. The interesting thing is that they are earning income from this ($30) average per person per month.
Youth income generating projects

A total of twenty youth (18-22 years) out of the targeted 60 continued with their six month training which ended in August 2011. The ongoing training is being facilitated by SETA foundation, a local social entrepreneurship foundation based in Harare. The youth were in this last quarter trained in the manufacturing of electronic water heaters and test meters. The products were pretested and some few problems were identified e.g. licking of the containers. This is being attended to by the SETA foundation engineers and the Chiedza youth. It is hoped that they will make money from selling the water heaters. In the next two month the team will focus on the making energy serving bulbs and solar energy convertors. This training is hoped to promote livelihood sustenance for the unemployed youth especially the vulnerable female youths.
Mbuya neMuzukuru concept

Mbuya neMuzukuru project is a program recently integrated into the YFC initiative. It serves as a new crutch to meet the parents'/caregivers' shortcomings in the area of training their children on facts of “growing up”. It also serves to bridge this “gap” by reviving lost culture in the area of sexual education and its moral direction. Fortnight sessions are held every Tuesday afternoon with the children and “grandmother” or “grandfather”. About 240 children were reached. There is a high rate of child abuse, baby dumping, suicides, and incidence of HIV and AIDS in this generation. So as we want to bridge the gap of our lost culture we engage three of our grand caregivers to help our children to meet the parents’ shortcomings on different facts of “growing up” since these children some of them do not have parents they need guidance.

3. HOW WE ORGANISED OURSELVES TO SERVE CHILDREN

Our work with children and caregivers was made possible by resources both financially and in-kind received from individual donors and partners who shared our vision, dedicated and committed staff and board members to fulfilling our mandate.

3.1 Organisational Capacity Building

Our key programme staff received capacity building in the areas of counselling, project management and programme monitoring & evaluation. Our partners, Stephen Lewis Foundation and World Education Inc. (Children First Project) provided funding that enabled us to engage mentors and trainers in these capacity building areas.
3.2 Board, Management and Staff Commitment

We retained all our Board members and Trustees except for one, Mr Dagobert Mureriwa, whose work schedules became too restrictive to accommodate his contribution to Chiedza’s needs. Our management team and staff showed great commitment to the cause of children by working under very challenging conditions of resource constraints. We started the year with 13 members of staff and remained so to the end of the year. Besides the staff members, we enjoyed the support of four volunteers (Dr. P. Matyanga, Dr. R. Zengeya, Tendai Chivunga, Tafadzwa Madzime and USAP Cares) who gave their time and expertise to Chiedza in the health care, resource centre management and psychosocial support.

3.3 Source and Application of Funds

Many individuals, institutional and corporate donors and partners supported Chiedza in 2011. It is through their financial and in-kind support that we were able to touch the lives of 12000 children during the year under review. Among the institutional and corporate donors/partners were: Stephen Lewis Foundation, World Education Inc.’s (Children First Project), US Embassy Public Affairs Department, Barclays Bank Msasa, Khuyanet (Pvt) Ltd, National Tyre Services, Colcom, Zimbabwe Union of Journalist, Capernaum Trust, TM Supermarkets-Magaba, Rotary clubs of Msasa & Highlands, Rotary club of Coffs Harbour City and Day Break, Authentic Fashions Renaissance.