



September 2019

Zvamaida Primary School Funding Plan

Our aim is to raise US\$30,000 from this Crowd Funding project as part of our efforts to fund the total project of US\$75,000.

The fundraising effort will be from several sources that we are targeting. Other charities who undertake aid to counties in Africa, including Zimbabwe. Rotary Clubs in the UK and the World and the Rotary Foundation.

We are interested in any person or organisation who is inspired by this project that would consider being a partner in it, to contact us for a discussion.

Please email, if you could be interested in being a partner in the project to:
concordclub@btinternet.com, for the attention of Danny



**Report on Needs Assessment for
Hope for African Communities in
Chegutu District**



May, 2018

Introduction

Chegutu District is situated 100 kilometres from the Provincial capital in Mashonaland West Province and has 36 wards; 12 in the urban area and 24 in the rural. According to the statistics of the 2012 population census, Chegutu has a total population of 50 590 with the major economic activities being gold panning and small-scale farming which are more dominant in the peri-urban wards. The farming activities in the district mostly concentrate on maize and cotton farming. There is also farm irrigation done nearby Mupfure where wheat is grown and some areas in the district also do cattle ranching. These economic activities especially gold panning have adverse effects on the welfare of people living in these communities and it also affects child protection because more protection cases are reported from these areas. Like most towns in Zimbabwe, vending is hype in Chegutu urban. In the urban areas, child labour is more common as most children are involved in vending even during school hours.

There is no industry that is fully operational which has led to the population being more vulnerable. Communities where we work which is all the wards mentioned above, there is a great number of children who do not go to school due to financial constraints or because children have been orphaned. Many families in the District are child headed families. Due to the high rate of unemployment, there have been many cases of crime and illnesses due to poverty. The communities do not have knowhow of how to make a better living as the economic situation is beyond their control. Though there are organisations that work in the District to assist with this problem, there is need for more to be done.

The consultant team therefore carried out a needs assessment as requested by Hope for African Communities (HAC) Identity to assess the areas where assistance is greatly needed. HAC is a Private Voluntary Organisation registered under the PVO act of Zimbabwe (**PVO 68/2017**) with the sole mandate to establish income generating projects for youths and widows, to provide educational assistance to orphans and vulnerable children and lastly to offer vocational and life skills to orphans and vulnerable children.

The exercise was done in 5 wards, i.e. 1 in the resettlement areas and the other 4 in the rural areas. This was conducted over 2 days. Questionnaires were used to gather and collect information from the people. The questionnaire used is attached to this report, Appendix 1.

Areas covered

This needs assessment was conducted in 5 wards, 1 Resettlement and 4 rural wards out of 36 wards in Chegutu. Wards covered were ward 28 which is resettlement and wards 4, 5, 8 and 9 which are rural areas.

Findings

Ward 28 is a resettlement area around Chegutu district. These are former white owned farms which were redistributed under the Land distribution scheme in Zimbabwe. There is no clinic in this ward, the residents have to travel to Chegutu for medical services which is a bit far. Children in this ward are attending schools and there is inadequate furniture in the classrooms. For an example 25 benches are catering for 327 pupils. (**A writer once wrote that there is a brilliant child locked inside every student.**) This however is a very unfortunate situation in Zimbabwe were the brilliance in some children is never unlocked. For instance in ward 28, there are only 2 primary schools and children mostly do not go to school, if they do, they skip some days. This is greatly attributed to the harsh environment in Zimbabwe.

Children have to carry mats or chairs to sit on at school while others are learning while sitting on the floor using their laps as desks. In this area children are learning from inappropriate structures like old barns and thatched sheds. These were part of the findings from the study and they prove to be a stumbling block to a child's learning. It is safe to conclude from the findings that the environment children are learning from has demotivated them from going to school. In the case of ward 28 travelling a long distance going to school is a burden for the pupils. As if that is not enough after walking a long distance the children have to sometimes sit on the floor and learn while sitting under a tree. This has led to children having negative attitudes towards school, they now view it as a burden. Also, for the children actually attending school they do not have uniforms, they simply cannot afford. Efforts have been made to build schools in the ward but the schools are not sufficient



(Thatched classroom)



(Tank being used as classroom)



(classroom + blackboard and desks being used by the children)

Secondly the findings concluded that children do not go to school because some parents and guardians do not understand the importance of them attending school. Poverty was also a factor that came from the findings as to why children do not attend school. There is poverty in this ward. Because of this, children are being made to do labour jobs such as looking for firewood or gold panning *chikorokoza* so as to assist the family to earn a living. This mining activity is very rife in this ward. Another finding in this ward is there

is no secondary school, so when a child completes primary education he/she has to travel distance to go to another ward for secondary school. This has discouraged pupils from learning as this is evident by the high school drop out after primary. Those that actually proceed to secondary school are renting places in Chegutu and attending school there.

Water sources in this area are mainly seasonal wells, and the natural sources such as streams and rivers. Water is actually a problem in this ward as there is limited access to safe clean water. Poverty has also resulted in early child marriages as it is proving to be a burden for the guardians to cater for the children. Shelter was identified to be another major area that needs attention. See pic below:



(Ward 28 compound)

As for the **rural communal areas** this is a different scenario compared to the resettlement areas. In the rural areas there is a well organised structure of goods and service provision. There are government institutions such as clinics, Grain Marketing Board, government offices for rural development and several growth points. Ward 4, 5, 8 and 9 are the wards where interviews were conducted. In this area because of the government activities and institutions there is more employment compared to the resettlement areas. There is also commercial growth at the growth points which is not the case in Ward 28. Findings also revealed that there are other Non-Governmental activities in this area, there are organisations such as Kapnek Trust, Tsungirirai, and BEAM which is sponsored by government. There is therefore a lesser burden for the guardians in terms of school fees payment. Water sources in the rural wards are enough; these include boreholes, protected wells and non-seasonal wells.

To further show that the rural areas are better off than resettlement areas, the findings showed that infrastructure is well organised. Schools, clinics are built in all wards but the team found out that in ward 9 they needed text books for the new curriculum, stationery, they even needed sports kits for sporting activities, computers. There is a total number of 6 schools in ward 9 compared to 2 schools in ward 28. In this ward, they need income generating projects to enable better livelihoods for the households. Proposed projects included Bee keeping, farming, youth-carpentry project, flea market projects etc.

On the education assistance projects, for an example Tsungirirai is more focused on the girl child than the boy child. This then puts the males at a disadvantage.

These are the findings that were gathered in the interviews.



(Focus group discussion)

Methodology

Systematic random sampling was done in ward 4 in selection of interviewees. For the other wards participants were selected by local leadership. 2 Focus group discussions were done, 1 in the ward 28 and 1 in ward 4. This method we have desired to use as it is more ideal for covering a wide study area. This method will also provide us with the control during data capturing and recording. Qualitative interviews were done with a total number of 30 participants, with 6 participants being selected from each ward. There was a balanced representation of sex when conducting the interviews. Included in the people interviewed were children who are now heading families and mostly women.



(Focus group discussion)

Data was captured using note taking and recording during the interviews. Interviewees were asked for permission to record before the interview was conducted. Secondly before the interview was conducted, the participants were asked if they were interested in taking part in the interview. Full information of this needs assessment was disclosed to them so that they had full knowledge of what the interviews were about before they participated.

Data was analysed using thematic analysis where the data received was grouped according to the questions/themes asked.

Existing public records in government departments was also used to have a greater appreciation of the wards to be assessed. These records assisted in giving a trend of the vulnerabilities that the wards have been exposed to.

Recommendations

As for recommendations, the following is what as the consultant team recommend based on the findings;

- Support and promote efforts to harmonize modern technologies with traditional and indigenous knowledge for sustainable rural development
- programmes for the disabled,
- Protect and ensure sustainable use of traditional knowledge, including indigenous knowledge
- assistance for the deaf and dumb with aids
- assistance of child headed families with basic food supplies and essentials
- donations of clothes and shoes especially in ward 28
- training in livelihood projects and life skills,
- school fees assistance in ward 28,
- assistance for those with chronic illnesses such as wheel chairs,
- empowerment of the disabled and exposure to organisations that can assist,
- assistance in setting up projects such as chicken rearing, market gardening, nutritional gardens, rearing layers, etc.
- Uniforms provision and school fees payment
- Computers
- Investment in infrastructure in the rural
- Health, need more clinics in the resettlement areas
- Make use of indigenous knowledge in future projects
- Addressing basic needs and enhancing provision of and access to services as a precursor to improve livelihoods and as an enabling factor of people's engagement in productive activities;
- Providing social protection programmes to benefit, inter alia, the vulnerable households, in particular the aged, persons with disabilities and unemployed many of whom are in rural areas
- Improve access by rural people and communities to information, education, extension services and learning resources, knowledge and training to support sustainable development planning and decision-making;
- Strengthen the human capacities of rural people. In that context:
- Strengthen rural health-care facilities and capacities, train and increase the number of health and nutrition professionals and sustain and expand access to primary health-care systems, including through promoting equitable and improved access to affordable and efficient health-care services, including provision of basic health-care services for the poor in rural areas, in particular in Africa, for effective disease prevention and treatment

Duration

The assessment lasted 2 days

Report compiled by:

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Currently employed by The Ministry of Social welfare as the District head of Chegutu.

Appendix 1

Questionnaire

1. Do children go to school in this area?
2. If yes who usually pays for school fees?
3. If not, give reasons for failure to pay school fees.
4. What is the main source of income in this area?
5. What social community programmes are there for people with disabilities?
6. If not, what help do you expect for people living with disability?
7. Are there any organisations currently working in your ward?
8. If yes what activities are they doing
9. What is the main source of water in your area?
10. Are there any income generating projects in your area?
11. If not, state projects you would want in your area.
12. What are your expectations if Hope for African Communities is to work in your area?

Appendix 2

Photos







