Nhaka Foundation
2015 Annual Report
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Executive Summary
2015 was a challenging year in the country what with the significant reduction in cash flowing into the country and continuing dry spells across the country reducing food production to desperate levels. Nhaka Foundation however managed to maintain its programs and we continue to make a lasting difference in the communities that we serve.

Nhaka Foundation continuously seeks to maximise the benefit to communities and run our operations in a way that keeps administrative costs low and channel resources where they are needed. The 2010-2015 strategic plan saw its final year of implementation. The organisation is now looking forward to strategic directions for the next five years (2016-2020), that will lead Nhaka Foundation to the next level.

The feeding program exceeded our expectations in 2015 with a great increase in the number of children fed from 2014.

With support from Rock Africa Nhaka Foundation piloted a Psycho-social support program with the view to roll it out if there was potential for it to be successful. Indeed the feedback from the PSS program is encouraging and we look to roll out the program in the coming year (2016).

Through the intervention programs implemented by the dedicated Nhaka Team, the organisation strives towards alleviating poverty and creating a legacy for future generations.

Background
Nhaka Foundation channels support to preschools utilizing early learning centers or preschools as an entry point. We focus particularly on the needs of orphans and vulnerable children. Our goal is to ensure that all children within the program enjoy their right to a protective and nurturing environment within which their normal psychological, social and physical development can be assured. This program supports the development of a comprehensive Early Childhood Development (ECD) program targeting orphans and vulnerable children.

Vision
A nation with young children living a life full of possibilities.
Mission
To educate, feed, and improve the health of orphans and vulnerable children of Zimbabwe.

Our Values
Guided by our commitment to inclusion, participation, excellence and transparency, we applaud diversity, promote volunteerism and community engagement, embrace continuous improvement and demand a culture of teamwork and collaboration.

Nhaka Foundation’s preschools program works closely with the Ministry of Primary and Secondary Education and has received its full endorsement. Nhaka Foundation is aligned with the established policy of integrating ECD centers into primary schools. Emotional security, social competence and ability to learn are largely dependent on early childhood experience. Children who grow up in a stimulating, nurturing and safe environment derive long term benefits, often demonstrated through improved self-esteem, social interaction and school performance at both primary and secondary school. Conversely, children from insecure and socially disrupted backgrounds, who experience emotional deprivation and lack of stimulation, may develop significant delays across a range of developmental indicators. Recent research has reported that persistent poverty and under-nutrition can also have similar effects on IQ, school achievement, and socio-emotional functioning.

Nhaka Foundation Programs

ECD Program Objectives

Overall Objective
To increase awareness on importance of early childhood development through the provision of monthly parenting training workshops for caregivers and community stakeholders in each of the 5 target wards by the end of year 1.

Specific Objectives:
- To increase the capacity of ECD teachers to provide quality early education and skills to ensure increased awareness of importance of ECD in stakeholder meetings.
- To renovate ECD centres targeting orphans and vulnerable children in Goromonzi district.
- To ensure all children attending established ECD centres in Goromonzi District support and receive quarterly health checks.
- To facilitate meetings with the parents and caregivers of children enrolled in the ECD Centers it serves
- To support the Sustainable Development Goals such as combating poverty, hence this would be done through the feeding programs being implemented in the Goromonzi District.
### 2015 ECD Enrolments

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mapfeni</td>
<td>60</td>
<td>200</td>
</tr>
<tr>
<td>Rusike</td>
<td>175</td>
<td>210</td>
</tr>
<tr>
<td>Mwanza</td>
<td>205</td>
<td>264</td>
</tr>
<tr>
<td>St Domnics Nora</td>
<td>56</td>
<td>61</td>
</tr>
<tr>
<td>Dudzu</td>
<td>78</td>
<td>80</td>
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<tr>
<td>Shangure</td>
<td>171</td>
<td>104</td>
</tr>
<tr>
<td>Nyambanje</td>
<td>27</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>772</strong></td>
<td><strong>959</strong></td>
</tr>
</tbody>
</table>

*Picture 1: Renovated ECD classroom at Gosha Primary School*
Figure 1: ECD Enrolment comparison 2014-2015

The bar graph above is a comparison of schools’ ECD enrolment statistics for 2014 and 2015. The trend shows that enrolment has generally increased in the past two years except for the significant decrease at Shangure Primary School. Interestingly, we are struggling to get full participation at Shangure and Nyambanje this is evident in their enrolment statistics. Although the enrolment at Nyambanje has increased it could be better and there is very little cooperation from the school officials and community. The important lesson here is, where there is full cooperation from the school Head and community members the implementation of our programs is easier and therefore positively influences ECD enrolment statistics.

Planned Activities for (January- December 2015)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Project Target</th>
<th>Reporting Period Target</th>
<th>Achieved</th>
<th>Cumulative</th>
<th>Comment</th>
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<td>Parenting Meeting</td>
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<td>7</td>
<td>7</td>
<td>7</td>
<td>Gosha, Kadyamadare, Mapfeni, Maturi Dehwe, St Francis, Mukombami and Mwanza</td>
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<tr>
<td>Teacher Training</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>Mapfeni, Mwanza, St Dominics Nora and Dudzu</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td></td>
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</tr>
<tr>
<td>Health Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mapfeni, Rusike,</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dudzu, Mukombami,</td>
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<td></td>
<td></td>
<td></td>
<td>Nyambanje, St</td>
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<td></td>
<td></td>
<td></td>
<td>Dominics Nora</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>and Mwanza</td>
</tr>
<tr>
<td>ECD Renovations</td>
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<td>8</td>
<td>8</td>
<td>8</td>
<td>St Dominics Nora,</td>
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<td></td>
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<td>and Maturi Dehwe</td>
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<td>17</td>
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<td>Feeding programme</td>
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<td>Dominics’s Nora,</td>
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<td>Rusike, Nyambanje,</td>
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<td>Mwanza, Dudzu,</td>
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<td>Shangure</td>
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</tbody>
</table>

**Parenting dialogues**
Nhaka Foundation provides parents with information and support in their parenting role through parenting meetings. Importantly, there is a significant change in their own development and the child’s life course. There has been an increase in access to early education through the awareness and sensitisation meeting held as parents understand the need for their children to attend ECD.

A total of 463 parents have been involved in the parenting dialogues at Mapfeni, Mwanza, Gosha, St Francis, Mukombami, Kadyamadare and Maturi Dehwe Primary Schools.

**Points discussed:**
- Partnership between Nhaka Foundation and the government ministries on implementing health and education programmes
- importance of indoor play materials
- importance of birth registration
- immunizations
- health record maintenance
- HIV/AIDS education and screenings
- child health care and good hygiene
- child protection
- construction of outdoor equipment
At the end of each meeting, parents and Nhaka Foundation agree on a date to meet for the construction of outdoor playground equipment. Early access to education has been affected by the challenges and situations the parents face within the society. The Nhaka Foundation team has done some research within the community with the aim of establishing the number of children attending ECD. There are still a limited number of children who are not being sent to school by the parents. Therefore during the parenting dialogues Nhaka Foundation intended to establish why children were not being sent to school.

Challenges that parents are facing on bringing their children to ECD:

- Lack of knowledge concerning the age groups for ECD A and ECD B classes
- The long distance from home to the school
- Inability to raise money for the children
- Lack of interest by the parents
- Lack of physical fitness and small stature of some children causes the parents to withdraw the children from school

The School Headmasters, the School Development Committees and Nhaka Foundation therefore sensitise and empower the parents with knowledge concerning the importance of ECD to the children. Parents who are financially challenged were encouraged to approach the school administration so as to come up with other alternative payment plans, such as exchange for labour for fees.
Figure 2 above compares the attendance of parents of meetings hosted by Nhaka Foundation. There has been a 22% decrease in parent meeting attendance since 2014. This is attributed to mainly by the current economic situation where people in the country more so in marginalised communities are struggling to make a living. More energy is there expended in seeking ways of making a living and less time on attending important community based programs.

**Teacher Training**

Nhaka Foundation endeavors to increase the capacity of both para-professional teachers and trained ECD teachers so that they are able to provide quality early education. It is generally acknowledged that promoting teacher quality is a key element in improving education. A good quality teacher can guide the learning process of children, making learning relevant and stimulating. S/he can impart knowledge and skills that will help children to secure their educational rights, improve their health and self-esteem.

A teacher can also be a role model by embracing the principles of social justice and treating all students equally without discrimination, while encouraging each student’s unique strengths. Indeed, a dedicated and well-trained teacher can provide children with the essential skills to critically analyse challenge and improve the discriminatory attitudes or behaviour that may be present in their homes, schools and communities. The Ministry of Primary and Secondary Education Goromonzi District ECD Trainer, Mrs. Mushawatu held training sessions for ECD teachers at Mapfeni, Mwanza, St Dominic’s Nora and Dudzu Primary Schools.

The training program was on the following:

- Evidence of lesson preparation, methods, aids and learner participation
- Schemes of work (completion as per syllabus and department policy)
• ECD Teachers delivering a lesson
• Written work (frequency, quality and quantity)
• Teacher pupil ratio and the infrastructure.
• Classroom Management
• Performance Management

The teacher's challenges and needs that were discussed included the following:

• The need for separate toilets for ECD pupils
• ECD child sized furniture
• Learning rooms at 1:20 ratio
• Fenced outdoor facilities

Nhaka Foundation therefore seeks to address these challenges by working hand in hand with the Ministry of Primary and Secondary Education, School Development Committees, Donor partners, builders, painters and carpenters to ensure that the teachers have all the resources needed to ensure quality education is achieved by all the children.

Health Assessments
Nhaka Foundation seeks to ensure that all children attending the established ECD centers in Goromonzi District receive daily nutritional support and receive quarterly health checks. This will result in improved child health through early assessment and diagnosis of potential health threats. Nhaka Foundation also facilitates dialogue on child health issues through quarterly talks to mothers by nurses from local clinic. The health checks generally involve:

• Updating children’s medical history and examining health issues
• Performing tests if required
• A follow up of any problems identified
• Advice and information on how to improve children’s health.

The Sister in Charge from the local clinics in partnership with Nhaka Foundation field officers spend their time at school carrying out the health assessments. Children from ECD are assessed in the presence of their parents. Parents who belong to the Apostolic Sect withdrew their children from being part of the health assessment exercise as it was against their beliefs. A total of 820 children were assessed at Mapfeni, Rusike, Dudzu, Mukombami, Nyambanje, St Domnics Nora and Mwanza.
Psycho Social Support Program
The Nhaka Foundations’ psychosocial support program is designed to ensure that children have love, care and protection. It is support for the emotional and social aspects of a child’s life, so that they can live with hope and dignity. Psychosocial support is an integral part of Nhaka Foundation’s program activities in light of the Christian foundational principles of the organization. Thus in this stead, Nhaka Foundation has been implementing Biblically based life skills training in partnership with Rock Africa. The training content has been designed and developed by Rock Africa whilst Nhaka Foundation has reviewing oversight and roll out at the schools.

The Psychosocial support program has been tested at one school as a pilot program. The first pilot was at Mapfeni Primary School where children benefited from a psycho social support program run by Nhaka Foundation every Thursday afternoon. 17 sessions were held with the full participation of the children.

PSS Program Achievements
- There has been a notable thirst for the Word of God judging by the number of children that come to attend the lessons. The children are inviting their siblings in lower classes to come join them thus making the classes grow bigger.
- The lessons have improved the pass rates in the Religious and Moral Education subject as students get increased knowledge on the Word of God and this they use in class during the RME lessons.
- Children understood the importance of living a religious life and improved their social and moral behaviour as reported by the teachers at Mapfeni Primary school.
- Children could relate the Bible stories with the common church songs thus showing good understanding and love for the scriptures.
- The attendance was satisfactory as shown by one of the highest number which was 206 children. (122 girls and 84 boys).
- Well-coordinated team work between the Nhaka Foundation Team and the school on delivering the lessons.
- Bibles purchased and distributed to the children have helped on the understanding of scriptures in line with lesson objectives. These Bibles are being stored at the school for safe keeping and used during the lessons and any other activity that requires Scripture.

Nhaka Foundation intends to extend the Psychosocial Support Program to four more schools as the pilot program has been successful. The orphans and vulnerable children have been empowered with Biblical knowledge, ethical values and moral values that would make
them enact change within their societies. It is our intention to have this rolled out to more schools and to have a discussion with our partners, Rock Africa on a feasible budget that will allow this great work to continue at more schools in 2016.

Feeding program
Nhaka Foundation in partnership with Ruffs Kitchen has been implementing a feeding program that is designed to support the nutritional requirements of children living in vulnerable communities. This targeted feeding program has been implemented at seven schools namely; Mapfeni, Mwanza, Dudzu, St Dominic’s Nora, Rusike, Nyambanje and Shangure Primary Schools. Children are given 500ml of the traditional drink called mahewu. At the end of the third 2016 school term, a total of 5,174 children from ECD A to Grade 7 received 500ml of mahewu. Schools were supplied with 200 litre containers to prepare the mahewu in and a 500ml cup was provided for each pupil. The feeding times differ with each school based on how they run their school programs with some schools starting feeding at 9am whilst others start feeding at 11am. These times have not been controlled by Nhaka Foundation or the Ministry because of the respect that has to be given to the different community programs that exist and to ensure that the organization continues operating in these communities these salient aspects have to be observed.

Volunteers from the community were engaged to prepare and serve the mahewu. The use of volunteers was promoted by Nhaka Foundation as it encourages ownership of the program as well as ensuring that the community is well aware of the methods employed in the preparation of the mahewu. These are also part of the community dynamics that have to be observed and managed all the time in order to ensure that the feeding program receives the support from the community. In order to ensure that this program will continue, Nhaka Foundation holds parenting meetings with the communities, training them on importance of self-sustenance thus the communities.

Parents, Ministry of Primary and Secondary officials, District Social Services officers, traditional leaders and other partners appreciate the feeding program because it has provided the single most important difference in the lives of most children as it has provided guaranteed food/drink for the children. The past couple of agricultural seasons in the country and in particular in the Goromonzi District have not been good and for the past two successive years a drought has been declared in the country. The school feeding program has thus been commended for alleviating hunger within the drought stricken communities. Many children have been coming to school on empty stomachs thus benefiting from the
feeding program. Nhaka Foundation has been strict on the mahewu preparation procedures to ensure that good hygienic standards are being practiced at all feeding stations.

The mere fact that thousands of kids are being fed each day calls for a high level of health and hygiene awareness to avoid any contamination of the mahewu that will lead to the children falling seriously ill. Nhaka Foundation thus introduced a food preparation checklist that was shared with all school heads and committees and the Field and Program officers maintain daily and weekly presence at the feeding stations to provide monitoring and on the ground assistance at the schools. Nhaka Foundation has also engaged the Community Health Workers to visit the feeding stations regularly so as to also inspect the preparation of mahewu, cleanliness of facilities as well as storage of the food. This relationship with the Ministry of Health and Child Welfare has blossomed over the years thus ensuring that the children receive the best care and support through this program.

2015 Feeding Program

<table>
<thead>
<tr>
<th>Schools</th>
<th>Term One Enrolment</th>
<th>Term Two Enrolment</th>
<th>Term Three Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dudzu</td>
<td>424</td>
<td>432</td>
<td>426</td>
</tr>
<tr>
<td>Mapfeni</td>
<td>1223</td>
<td>1,200</td>
<td>1,208</td>
</tr>
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<td>Mwanza</td>
<td>1190</td>
<td>1,184</td>
<td>1,261</td>
</tr>
<tr>
<td>Nyambanje</td>
<td>226</td>
<td>254</td>
<td>234</td>
</tr>
<tr>
<td>Rusike</td>
<td>900</td>
<td>920</td>
<td>921</td>
</tr>
<tr>
<td>Shangure</td>
<td>586</td>
<td>512</td>
<td>563</td>
</tr>
<tr>
<td>St. Dominic’s Nora</td>
<td>548</td>
<td>610</td>
<td>561</td>
</tr>
<tr>
<td><strong>Total Enrolment</strong></td>
<td><strong>5,097</strong></td>
<td><strong>5,112</strong></td>
<td><strong>5,174</strong></td>
</tr>
</tbody>
</table>
Figure 1: Comparison of feeding program enrolment between 2013 and 2015

Figure 3 above shows the increase in the feeding program enrolment since 2013. 2015 saw an 88% increase of the number of children who were fed compared to 2014.

Program Accomplishments:

1. The school feeding program has influenced school enrolment figures and the school daily attendance figures have also changed reflecting children coming to school on a daily basis.

2. Nhaka Foundation has increasingly worked with the communities to ensure that there are lessons learnt from the wet feeding especially on ensuring that communities will be able to carry on feeding with our external funding support.

3. A services contract agreement which outlines the responsibilities of the parties, the school and Nhaka Foundation, was crafted and delivered in person to each school’s Headmasters the first week of September, 2015.

4. An analysis of the feeding registers/records from Terms One and Two was carried out and based on the team’s findings, a new system and framework for collecting feeding information was presented to each school and adopted at the start of Term Three. This will enhance data collection and feedback from the schools.

5. Whilst 500ml may be a bit much for one go, this has gone a long way in ensuring that the children spend the whole day energetic and jovial because they pour some of the mahewu into plastic bottles for later consumption. It has become a tradition that every child brings an empty plastic bottle to put the remainder of their 500ml of mahewu and reports say that this is also shared at home.
6. The teachers have reported increased classroom participation by the students due to the full stomachs

Conclusion
Nhaka Foundation achieved most of the set targets for the reporting period.

- ECD classroom renovations were carried out with 8 out of 10 schools having classrooms renovated over a two year period.
- Parenting dialogues continued successfully with pertinent topical issues discussed. The challenge is to engage parents and community members further in order to improve attendance thereby reaching out to more people in our target area.
- The teacher training program continues to add value to the work of ECD teachers in schools. Our relationship with the ministry continues to grow as the organisation ensures they remain committed to building capacity of ECD centres in the district.
- The PSS pilot program was a success and the plan is to roll this out to other schools funds permitting.
- Information gathered from the Health Assessments has been useful in identifying the health issues the children are facing. Ensuring referrals and adequate follow ups are made is of utmost importance moving forward in order to prove the effectiveness of the health assessments.
- The Feeding program is the program the Nhaka Team is most proud of simply because the impact is the most visible. School and community officials are grateful and the children show visible excitement at break time. The ripple effects are even greater in light of the current economic situation prevailing in the country due to the draught the country is experiencing. We continue to work towards perfecting the service delivery in this program.

The Nhaka Foundation team is energetic and dedicated to the mission of the organisation making the implementation of all our programs a continued success.