



SUSTAINABLE DEVELOPMENT GOALS



NTENGWE FOR COMMUNITY DEVELOPMENT LEADING THE WAY ON SUSTAINABLE DEVELOPMENT GOALS

At the United Nations Sustainable Development Summit on September 25, 2015, world leaders adopted the 2030 Agenda for Sustainable Development, which includes a set of 17 Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice, and tackle climate change by 2030. For the Goals to be reached, as Ntengwe For Community Development and Christian Aid, ably supported by Comic Relief promote children's rights, provide quality education through block grants, and preschool programs, assisting schools with supplies, promote and protect children's rights by building powerful partnerships and alliances in and across communities. We are working with children, families and communities to overcome poverty and injustice; uses an impactful community development approach to empower children and families to break the cycle of poverty.

We develop support services in human rights and social empowerment, education and health, economic empowerment and enterprise development, livelihood training, environmental sustainability and disaster preparedness.

Director's Welcome



Dear Colleagues and Friends

Welcome to the June 2017 edition of Ntengwe for Community Development. This is an opportunity to share updates of the Integrated Learning, Skills and

Entrepreneurship Advancement Initiative (ILESEA) program outcomes and activities which are focused on country programme activities which are focused on Education, Child Protection/OVC & Livelihoods in Binga district. I wish to express my sincere

appreciation to the entire Binga Program staff for their contributions towards this edition. We hope the stories in this issue will inspire you to continue giving children a chance to thrive to their fullest potential.

Elisabeth Markham
Executive Director



Program in Action

"moving forward"
Celebrating our successes

Ntengwe for Community Development plays a special role to ensure that block grants are effectively used, and we would like to tell you about the crucial links between the Integrated Learning, Skills and Entrepreneurship Advancement Initiative (ILESEA), and the people this project helps.

Block grant update



Lwanzi Primary School, Headmaster's office.



Pupil at Lwanzi Primary writing

There has been an escalating rate of children dropping out of school due to financial challenges which lead to the infringement of their right to education in Binga district. Regardless of the financial challenges, the learning environment for pupils, accommodation for teachers and teaching environment has been and is still not conducive in some schools in Lubanda, Saba, Siachilaba, Manjolo and Muchesu ward.

block grant is improving the infrastructure, equipment and text book child ratio in the selected schools. The thrust of this approach is to support both the direct beneficiaries through the payment of their school fees at the same time supporting other pupils through infrastructural development as well as other necessities like text books and furniture. A total number of **353** children (200 boys and 153 girls) were reached by the block grant this year. **Watch out for the next news letter issue with text books and equipment being delivered and construction going on in schools**

"education matters"

Ntengwe conducted visits in schools where block grant beneficiaries were met and discussed on issues related to peer-pressure, importance of education in our ever changing world.



Ntengwe Staff talking to pupils at Muchesu secondary on block grant issues

During the visits children were also encouraged to inform their parents that the block grant is ending this year as such the parents/guardians should start preparing for the payment of their children's school fees for the next year (s).



Ntengwe staff clarifying quotation requirements to the Headmaster at Muchesu Secondary

Screening and assessments of children with disabilities in 24 schools

Regardless of the efforts made by the block grant to improve the infrastructure and learning environments in schools, the promotion of quality and inclusive education cannot be achieved when children living with disabilities are excluded. For a long time, children living with disabilities have been treated like second class citizens when it comes to addressing their educational right as enshrined in the national constitution. Although opening of Satellite Schools in the past years has increased access to education, these satellite schools are however poorly resourced as they lack trained or specialized

The table below shows the material benefiting schools and number of children reached by sex by school and ward for the year 2017

Ward	Name of School	Goods needed by schools from chosen Suppliers	# of childn reached		
			M	F	T
Muchesu	Maacha Pry	Garden Tools	4	11	15
	Muchesu Sec	Text books and Sports kits	8	11	19
	Muchesu Pry	Building materials	18	12	30
	Bunsiwa Pry	Building materials	9	6	15
Siachilaba	Siachilaba Pry	Laptop	10	5	15
	Siachilaba Sec	Text Books	16	11	27
Saba	Mupambe Pry	Building materials	13	10	23
	Mupambe Sec	Text Books	10	10	20
	Saba Pry	Office equipment	6	8	14
Lubanda	Lubanda Pry	School Furniture	11	4	15
	Lubanda Sec	Building materials, Laptop and Printer	14	13	27
	Lwanzi Pry	Building materials	17	14	31
	Nzovunde Pry	Building materials	13	10	23
Manjolo	Chesamba Sec	Building materials	9	6	15
	Mpiname Pry	Building materials	8	2	10
	Cheenga Pry	Building materials	10	8	18
	Byo Kraal Sec	Building materials and office equipment.	11	8	19
	Byo Kraal Pry	Building materials	13	4	17
Total			200	153	353

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This situation has led to poor performance by pupils who use their laps as desks and stones as seats with teachers lacking motivation leading to poor quality of education. Realising this plight Ntengwe for Community Development responded by assisting vulnerable children to pay their fees in the form of block grants, a situation where a child will have his or her fees paid in the form of material that would support the school in leu of the child's fees. Ntengwe through the

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teachers on disability and do not have teaching and learning aids for the children. The lack of support by the schools towards realizing inclusive education has weighed in with its negative effects on these children. Where such children are identified at school level, the schools lack equipment and experts for effective teaching of the children. This situation has led to the dropping out of children and some of them failing to cope up with the situation leading to poor pass rate in schools.

"inclusive education"



Mr Mudimba D the district Specialist Psychological Services officer Assessing a child with speech problems.

To promote inclusion in schools, Ntengwe for Community Development conducted assessments with children living with disabilities in partnership with the Rehabilitation Department under the Ministry of Health and Child Care and the Specialist Psychological Services Department. During this exercise, Ntengwe and the key stakeholders (Rehabilitation Specialists, Speech Correctionist and Remedial Tutors) screened and assessed children with hearing, visual impairments, physical and learning disabilities with the intention to assist children with assistive devices so that their learning environment is improved. A second round screening and assessment of children dropped out of school because of their disability is planned to be carried out during the month of July to support those children with appropriate assistive devices so that they can go back to school and access their education.



Mr Ndlovu the Provincial Speech correctionist doing hearing assessment at Siachilaba Pny

From the 24 schools of Lubanda, Muchesu, Saba, Siachilaba and Manjolo, 937 children were reached out as presented in the table below:

#	School	Learner		
		M	F	T
1	Manjolo Springs Primary	39	26	65
2	Mupambe Primary	34	41	75
3	Muchesu Secondary	16	19	35
4	Muchesu Primary	23	19	42
5	Manjolo Secondary	15	14	29
6	Bunsi Primary	40	18	58
7	Macha Primary	18	10	28
8	Mupambe Secondary	6	21	27
9	Simbala Primary	34	62	96
10	Saba Primary	32	24	56
11	Gaza Primary	10	91	9
12	Mankobole Primary	15	11	26
13	Mpiname Primary	21	15	36
14	Cheenga Primary	6	7	13
15	Siachilaba Primary	82	69	151
16	Siachilaba Secondary	12	16	28
17	Nzovunde Primary	3	2	5
18	Lubanda Primary	20	8	28
19	Simbala Secondary	0	4	4
20	Lubanda Secondary	0	4	4
21	Lwanzi Primary	5	2	7
22	Katete Primary	30	25	55
23	Chesamba Secondary	1	0	1
24	Byo Kraal Primary	20	9	29
25	Byo Kraal Secondary	11	9	20
	Total	493	444	937

School in a Bag Monitoring

"giving hope to a child's future"

Ntengwe uplifts early dropouts without basic numeracy and literacy skills. Children from the 5 wards without basic numeracy and literacy skills were integrated into informal schools and are taught by community volunteers

who were also trained on basic literacy and numeracy in partnership with the Open Schools World Wide. The aim is to ensure that children get basic numeracy and literacy education and be reintegrated to formal education and elder ones to be enrolled in vocational training. Thus, Ntengwe and the funding partner Christian Aid conducted a monitoring visit in Muchesu ward where 10 learners were met at Manchinga and Chalyababi tutorial centers. To date, there are 161 learners in the 40 tutorial centers whereby 110 are boys and 51 girls. Of these 42 (24 boys and 18 girls) can neither read nor write.



Ntengwe and Christian Aid visit at Manchinga Tutorial center, Muchesu

Vocational Training

"broke the Chains"

Against all odds, we have finally broke up the chains' (Lusumpuko Carpentry Entrepreneurship group of Siachilaba)

The Siachilaba women and Youth Carpentry group is proud of its journey out of economic disempowerment and poor participation which had relegated them to second class citizens.

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One of the Lusumpuko Carpentry group cutting a plank for the production of base beds

Lusumpuko members receiving their ordered materials from Bulawayo which one of their major challenge. The challenge of obtaining raw materials from Bulawayo which affects the costing of their products

The group comprising of 4 males and 3 females is one of the community entrepreneurship groups supplying quality furniture in the district. The group has also managed to bid in schools and won tenders against big and well established companies.



One of Lusumpuko group's recently produced base bed

Lusumpuko Carpentry and Taziteyi Mulenga welders preparing tables for the tender won at Lubanda Primary school

Lusumpuko Entrepreneurship group of Siachilaba ward was formed in 2016 after training in vocational skills and entrepreneurship on the 13th June by Silveira House. The group manufactures furniture such as base beds, closets, kitchen units, chairs, benches tables and coffins. During its formation, the group comprised of 12 members and out of the 12 members 5 of them could not withstand the pressures of such a demanding enterprise amongst them being poor market and transport charges to ferry their materials from Bulawayo resulting in little profit. Against all odds the group now comprising of 7 members manufactured 20 base beds and 3 closets and managed to raise \$1,410 in three months.

The entrepreneurs are proud of their work. During the Ntengwe monitoring visit conducted on the 24th of June, the group indicated that they value

their good relationship with other Entrepreneurship groups such as the "Taziteyi Mulenga Welders Groups" with whom they are working with in the production of chairs, benches and desks. They won a tender to supply furniture under the block grant for Lubanda Primary School, an indication that they are slowly breaking through into the market. This year the group will be trained in manufacturing mattresses which they think will also boost their bargaining for market space, hence they will be selling complete beds instead of the base bed only.

The unending plight of a girl child

"girls are free from shame"

The girl child's learning environment is influenced by many factors in which quality education will be difficult to achieve. Ntengwe for Community Development assisted 51 Bulawayo Kraal Secondary School pupils with sanitary pads in May 2017 in an attempt to address the girl child's plight. Prior to this intervention, girls used pieces of clothes during their menstruation periods and were unable to attend school during their cycle. The cloth was unhygienic and girls were prone to infections.

Priscilla Mudenda's testimony

I am a girl aged 21 doing form 4 at Bulawayo Kraal Secondary. I have been facing challenges during my menstruation days which caused me to be absent at school for close to a week per month.

I greatly appreciate the infrastructural development and furniture in my school through block grant as it has improved our learning environment and reduced school dropouts due to fees payment. However, as girls we still face challenges during our menstruation because we use pieces of clothes and these lack comfort, are unsafe to our health as they predispose us to infections and we mess or stain our uniforms. As a result we become very uncomfortable and end up absconding lessons or completely absent ourselves from school for close to a week depending on individual days as our periods differ. This situation affect our learning environment regardless of the fact that our fees is paid through block grant.

We thank Ntengwe for giving us pads as we are no longer absent at school and we wish to get continued support by Ntengwe. May God bless Ntengwe!

Completed by: Priscilla Mudenda Somboro
Form 4 learner (Bulawayo Kraal Secondary)



Priscilla Mudenda receiving sanitary Pads from Ntengwe

Members of the Zimbabwe Republic Police responding to child Protection through awareness raising in collaboration with Ntengwe

The children's fundamental rights to be realized need a multi-sectoral approach. As a way of promoting children's rights, Ntengwe for Community Development in collaboration with the Zimbabwe Republic Police's Community Relations Liaison Office (CRLO) and Victim Friendly Unity (VFU) conducted awareness and education campaigns in 37 villages of Lubanda, Saba, Siachilaba, Manjolo and Muchesu ward. Community members were keen to learn more about the legal provisions that protect children from multiple abuses such as rape, sexual intercourse with a minor and the legal provisions on domestic violence. The communities informed Ntengwe that cases of sexual abuse are common and children engage in early sexual activities. The community members also demanded more awareness campaigns on early marriages and appreciated Ntengwe's effort to curb child abuse. The community also requested Ntengwe to conduct such campaigns during weekends so that children are able to attend the meetings, together with their parents. The parents indicated that this combined approach would go a long way to bridging the gaps of misunderstanding between children and parents in regards to child protection matters.