

ZimKids

COMMUNITY SUPPORT

Annual Report: April 1, 2019 to March 31, 2020

The Board is pleased to present the annual report for the year ending March 31, 2020. This report highlights goals for the coming year, as well as projects and initiatives in Zimbabwe that were accomplished last year through steadfast efforts and contributions from our donors, partners and volunteers. Throughout the year, families, students, school staff and members of communities supported by ZimKids, have faced food insecurity, financial hardships, environmental impacts and numerous other challenges. These have all been significantly heightened with the onset of COVID 19.



Maori Primary School's official opening ceremony, January 2020.

Our goals for the next year of operation are to:

- Continue to build our donor base, and create innovative fundraising opportunities amidst the continued challenges of a global pandemic
- Achieve fundraising target for water project at **Maori Primary** school which will provide a reliable source of water for students and staff, (requiring drilling a bore hole, lining it with steel casing and installing a solar water pump)
- Support building of teacher accommodation units/cabins at **Maori Primary** school
- Support the **Maori Primary** school in working alongside the community, with the SDC, to initiate income generating agricultural projects at the school
- Engage with **Nyachuru Secondary School** to encourage planting of more sustainable, draught resistant crops to promote food security for students and members of the community
- Support efforts and projects of the **Women's Fabric Printing Group - Shingirirai Trust**

BOARD OF DIRECTORS

Janet Honsberger
Fran Fearnley
Janice Deacon
Carol McKey
Isabel Stukator

ZimKids: Community Support is an Ontario not-for-profit organization founded and registered in 2013.

ZIMBABWE PROJECTS: 2019- 2020 RESULTS

Maori Primary School

Maori village, Zimbabwe

\$ 5088.31 (USD) \$ 6907.39 (CAN)

On June 12th 2019, the Ministry of Primary and Secondary Education issued a “Certificate of Completion” indicating the third classroom block had been constructed following correct procedures.

With some space sharing, though timetabling adjustments, all students are now learning at the new site. In January 2020 the school was officially opened by two Zimbabwean government ministers including the Minister of Home Affairs. A large community celebration was held at the school and ZimKids’ board member Fran Fearnley was in attendance.



In January 2020 the Canadian Ambassador to Zimbabwe, René Cremonese and his wife MJ, spent a day with ZimKids board member, Fran Fearnley, visiting both Nyachuru Secondary School and Maori Primary School.



Ambassador René Cremonese

As noted in previous annual reports finding a dependable water source for the school has been an ongoing challenge. Two drilled boreholes have not provided a consistent water supply. ZimKids hired a water expert to visit the site and he discovered a location in the centre of the school property which he determined would yield the required demand if the borehole were drilled to 90 metres. Quotes were obtained from a reputable well and solar pump contractor in Zimbabwe. The anticipated yield is 200 litres an hour, which is sufficient for both hygiene for staff and students and agricultural needs.

With all 362 students now at the new site it is also important that all 12 staff are living at the new site too. Living conditions at the old school site are totally inadequate. Creating suitable basic additional teacher accommodation at the new site is a priority if the school hopes to attract and retain good staff.

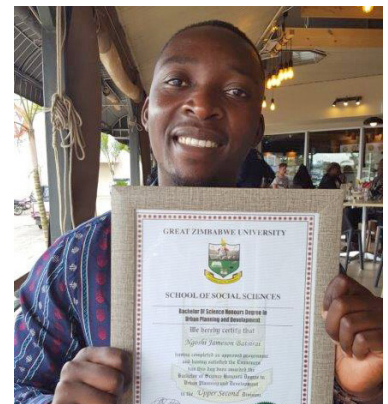
Tuition Support

\$ 150.00 (USD)

\$ 203.00 (CAN)

(Graduation fee)

In June 2019, **Batsiria Ngoshi** graduated with a BSc. Honours degree in Urban Planning and Development and we are very proud of his academic achievements. He has a particular interest in how climate change affects urban planning and is hoping to gain employment in that area. Once employed, he also plans to help others in need of completing their education.



ANNUAL REPORT

Nyachuru Secondary School

Howard, Zimbabwe

\$ 4003.00 (USD) \$ 5455.79 (CAN)

ZimKids' agricultural support program includes the purchase of agricultural inputs for the school's 35 hectares of land. Community volunteers provide all the labour for planting and harvesting. This initiative has traditionally provided a nutritional meal for all 559 students and staff five days a week throughout school year.



Any food in excess was sold to the community with the funds being used to pay school fees for vulnerable children.

Unfortunately, there was severe drought this year which resulted in a very poor harvest and insufficient maize for the lunch program. The school requested additional funds in order to purchase food for the students. Fortunately, we were in a position to provide the extra assistance. However, ZimKids cannot guarantee this support going forward so we have asked the school to research other options so that we can provide funds for more drought resistant crops.

Shingirirai Trust, Tafara

\$ 500.00 (USD)

\$ 680.35 (CAN)

Women's Coop - batik products

This represents a donation to the **Women's Fabric Printing Group**, which supports early childhood education initiatives for vulnerable children in Tafara. Part of the funds were directed to staff bonus payments and the balance was used to construct an additional toilet.

WITH GRATITUDE

Projects have been made possible through the generosity of many people both before and since **ZimKids: Community Support** was founded.

A big thank you to **Stuart and Victoria Lazier** who have been ZimKids' most long standing and generous donors. They have supported the building of Maori Primary School and a number of projects at Nyachuru Secondary School over the years. Their support and generosity is unmatched.

We acknowledge the advocacy and dedicated efforts of **Jane Moore** in working with partners in Zimbabwe to support Maori Primary School in expanding the school learning environment to enable greater access for students in the community.

We would also like to thank the following individuals for their donations:

J. Dobyans and K. Rogers, Patricia Ralston, Joy Putnam, James and Audrey Mutrie, Michael Iles and Diane Donaldson, Julia Duguay and the Estate of Brenda Hoult

In addition we would like to thank the following organisations for their support.

Milkweed Pre-School, ZimArt, Kyoto Coffee, Havergal College, Cobourg Collegiate, Thomas A. Stewart Secondary School

We thank and acknowledge **Nyasha Kahari** for his ongoing energy, enthusiasm and efficiency. He continues to provide steady project management work and oversight on the ground in Zimbabwe and ensures that the Board receives timely and meticulous accounting and comprehensive reporting.

FINANCIAL OVERVIEW

As with last year, the exchange rate from the Canadian to the US dollar in the 2019-2020 fiscal year, had a significant negative impact on the reach of our Canadian fundraising dollars. In addition new fiscal policies in Zimbabwe have made it very difficult to access USD cash. This meant that in some instances we had to send funds via Western Union rather than the bank, resulting in even less favourable exchange rates.

Statement of operations for the year ended March 31, 2020

REVENUE	
Donations	\$1,900.00
Sculpture Draw	\$2,930.30
Craft/Paperweight Sales	\$9,063.60
Restored sculpture fundraising	\$1,201.00
Other	\$2,531.00
Total raised	\$17,626.80
Balance forward from March 31, 2019	\$5,436.76
Total revenue	\$22,973.56
EXPENSES	
Insurance	\$615.00
Accounting/Banking	\$1,231.74
Fundraising expenses (Canada)	\$1,222.50
Promotion/Communications	\$101.18
Administration	\$505.00
Project Implementation- Zimbabwe	\$13,246.53
Crafts for fundraising (Zimbabwe)	\$3,116.57
Total Expenses	\$20,038.52
Net Assets End of Year	\$2,935.00

OUR MISSION

To enable vulnerable children of Zimbabwe, their caregivers and the communities in which they live to meet their basic needs, increase their ability to produce sustainable food sources and improve their education and living environments.

To build relationships to increase understanding and unity among peoples of different cultures and countries.