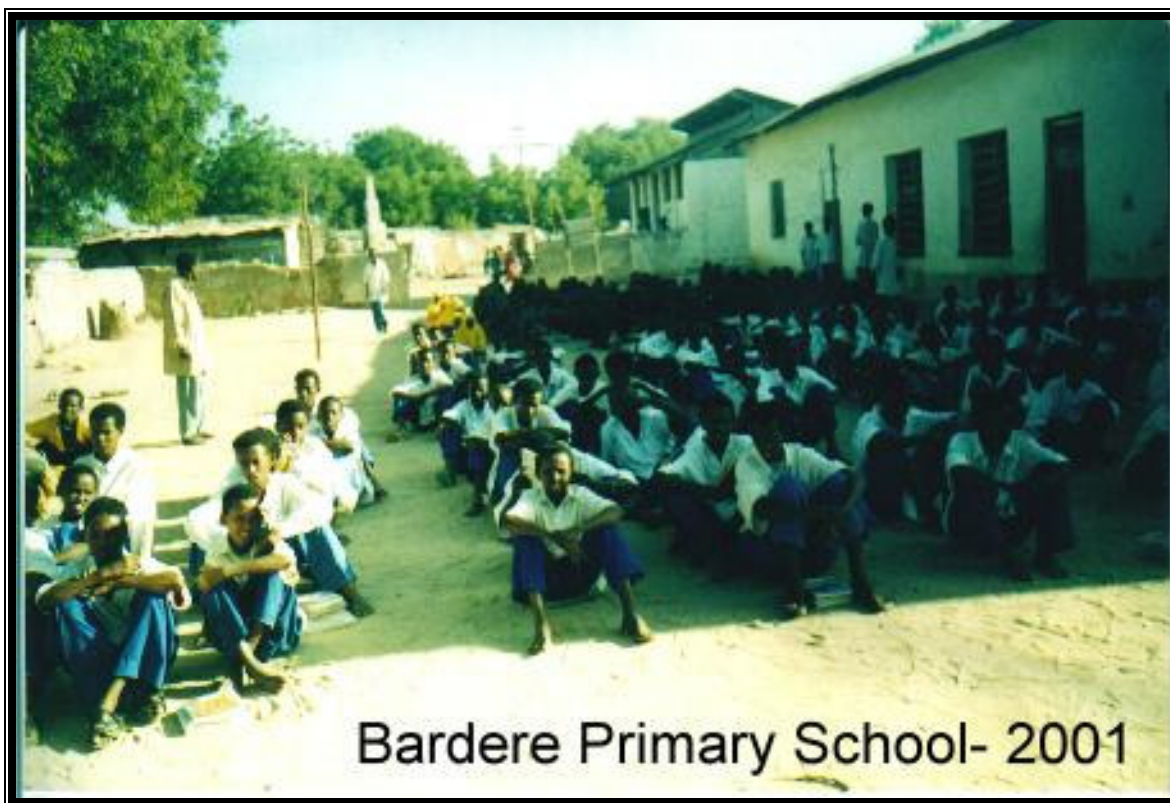


Progress Report

November 2000-August 2001

Bardere Primary School Project



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A.1- Project Description

Project Name:	: Bardere Primary School
Project Number	: SMO-025-00-001
Short Description	: Financial and progress report
Project Area	: Bardhere, Gedo, Somalia
Implemented Organization	: HIRDA
Joint Financing	: NOVIB, Wilde Ganze, HIRDA
Project Cost	:156.881,10 (van NOVIB) + 15.000,00 (Wilde Ganzen)

A.1.1- Preface

HIRDA stands for Himilo Relief Rehabilitation and Development Association. It is a non-profit organization whose major activities are in Somalia. Somali intellectuals who wanted to participate the aid programs that were in course in Somalia founded it in 1998. The most important part of HIRDA activity is oriented to the field of education in order to contribute solving the problem of children without schools.

Yearly budget allocation for various HIRDA activities is an indication not only the capacity of the activity but also the importance of the activity itself. So, we indicate here the budget and the activities of HIRDA from November 2000 to August 2001. HIRDA activities consist two main parts:

- Activities that are being carried out in the field (in Bardhere, Somalia) and
- Activities that is intended for the service of the Somali community in the Netherlands.

A.2- Significant Development

A.2.1- Socio-economic and political Development.

Gedo is one the 18 regions of Somalia. It has an area of around 38000Km² with a population of 700,000 inhabitants. It lies southwest of Somalia bordering Kenya in the West and Ethiopia in the North. The livelihood of the people mainly depend on livestock rearing, and small-scale farming. The region is one of the most affected in the civil war and natural calamities, which played a major role in the daily life of the people in the region. Like other inland regions, Gedo suffered during the previous centralized governments in terms of development and social services, because the previous administrations were only focused on the capital and other main coastal regions.

A.2.2- Bardere

Bardhere is one of 7 districts in Gedo region. With a population of about 65000-7000, it is the most populated district in the region. According to local source 30%-40% is refugees returned from neighbouring countries and internally displaced people. It is the richest town in the region in terms of livestock and agriculture.

Because of prolonged civil war, absence of central government, lack of proper health facility, out break of epidemic diseases is frequent. Those who are dying are the most vulnerable ones, like children and old.

Despite children are the most vulnerable in any war-zone, in Somalia child suffering went beyond human imagination and has gone by unnoticed by international community. A recent local survey also shows high rate TBC.

A.2.3- the target Group

The target group of major concern was children between the age 6 and 16 years old. However, we gave much weight to those children whose parents are most destitute and those who are orphans. Besides that all other children whose parents can pay contribution are very welcome if there is no place restriction. There were number of girls dropped from classes three to four and from four to five. The cause seems to be

embarrassment because girls grow faster than her boy classmate This became very alarming and school sought to solve this problem (see education expansion A.4.1).

A.3- Objectives and intervention strategies

HIRDA has long and short-term objectives, which related to our ongoing projects and future activities in Somalia. They include:-

- Poverty alleviation programs through small-scale food production, availability, stability and access to food.
- Illiteracy elimination through sustainable, qualitative and accessible basic education and vocational training for every gender.
- To improve the quality and accessibility of drinking water.
- Promoting mother and child care health centres and MCH's.
- Raising community awareness regarding to self-reliance, influencing decision making process, ownership, and democratisation and strengthening civil society.
- To function as an advisory organ between local community, international donor organizations.

A.3.1- Short Term Objective (Objective of this Project)

- Expansion and strengthening of basic education
- Ensuring that all children of school age attend school
- Promote the adult education program
- Support peace building and reconciliation activities through education (drama, sports, songs and poetry)
- Increase women participation in the society
- Support children from marginalized groups right to basic education
- Promote the community awareness about ownership, self-reliance, influencing decision making process and strengthening civil society.

A.3.1- Intervention strategies.

HIRDA's Intervention strategies of work plan are :-

- To execute projects within the allocated budget with the desired quality
- To device a policy of maximum participation of local community.

This resulted that we have successfully completed all planned projects such as:

- Education expansion
- Bardhere primary school rehabilitation
- School equipment
- Carpentry workshop
- Teacher's training

A.4- Progress in Project activities:

As we mentioned in the preface the major activities are in course in Somalia but some other activities are run here in the Netherlands. In the cadre of the organization, the activities in the Netherlands are somehow taking the lead because it is here where all fund raising-related activities are run. Once that is achieved, fund is sent to Somalia and activity implemented.

HIRDA activities consist two main parts:

- ❖ Activities that are being carried out in the field (in Bardhere, Somalia)
- ❖ Activities that is intended for the service of the Somali community in the Netherlands:

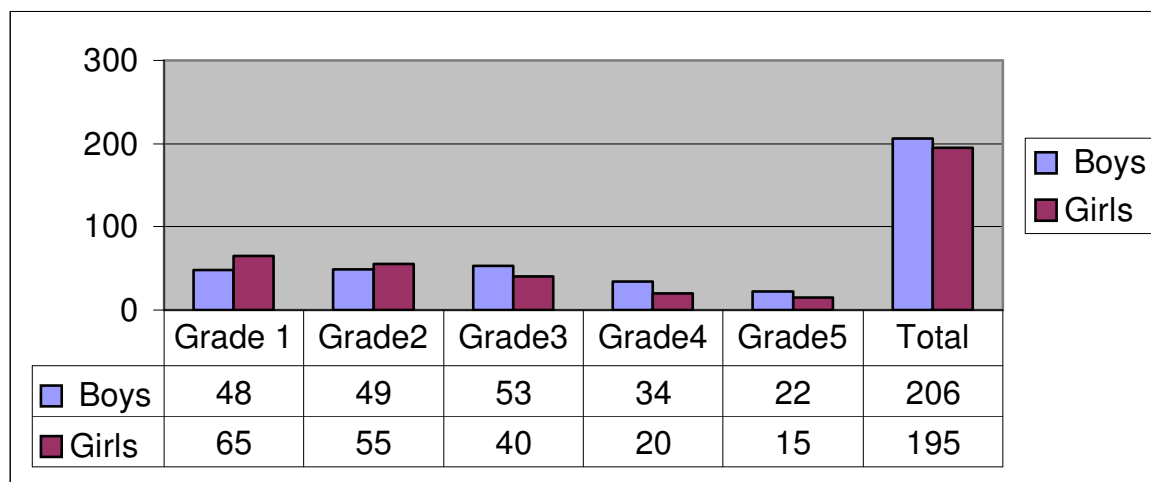
A.4.1- HIRDA's Activities in Somalia

A.4.1.1- Education expansion:

- From 01 NOV 2000 we have increased teacher's salary from \$30 to \$50 that based on life standard in Bardere town. This helps teachers cope with fluctuating market prices. It is also an incentive for them, which in turn improves the teaching quality.
- Based on the teacher's demand and necessity of gender parity, we have employed four female teachers along with four male teachers.
- To reduce the girls drop out from school we introduced last academic year two evening classes where girls who seemed too old in the classes attend along with other female groups.
- In September 2001 two more grades came in to effect. These are grade six and seven. These classes enable the children to complete primary education. This not only helps settle the girls to school but also the other girls in the evening classes were moved to these two grades according to the grade they belong. No matter how old they may seem it is comfortable for them to be in grade six or seven.
- In September 2001 we opened four evening adult classes. According to the current plan, it they attend three evenings/week. The aim is to reduce illiteracy among other things the female society. Lessons are primarily writing, reading, hygiene, cooking, child-care and household -related lessons.

Here below we show the progress made in terms of quantity and gender parity:-

Table 1: Number of students and Gender (school year 2000-2001)



Evening Class (Adult Class) School Year 2000-2001.

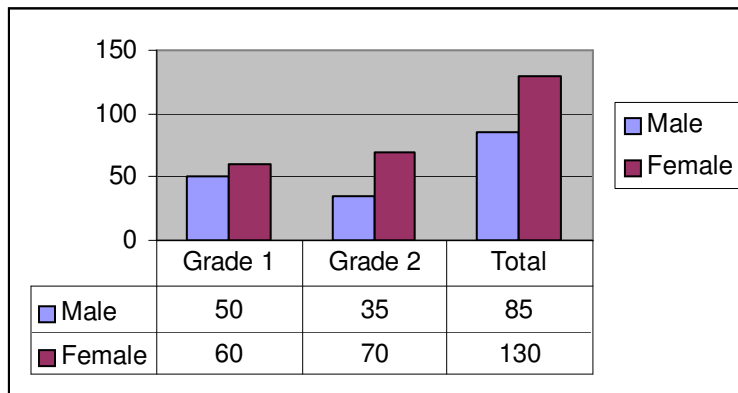
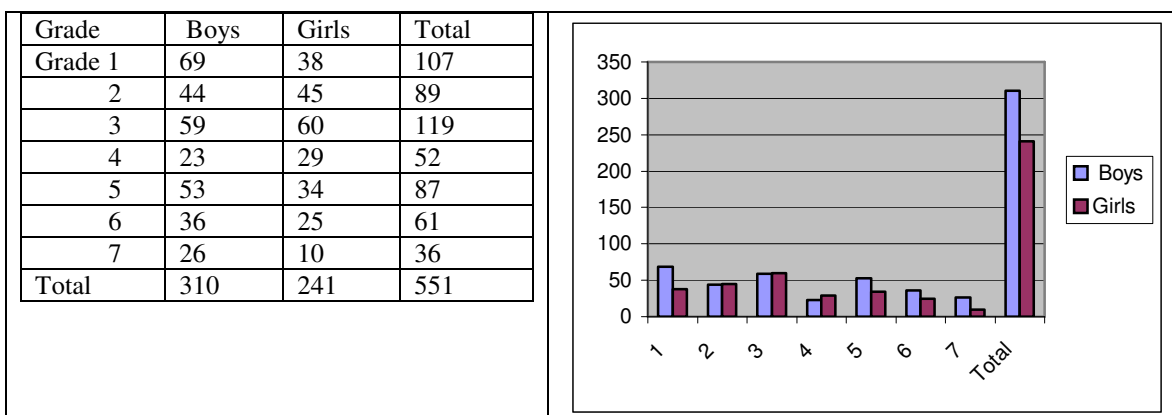
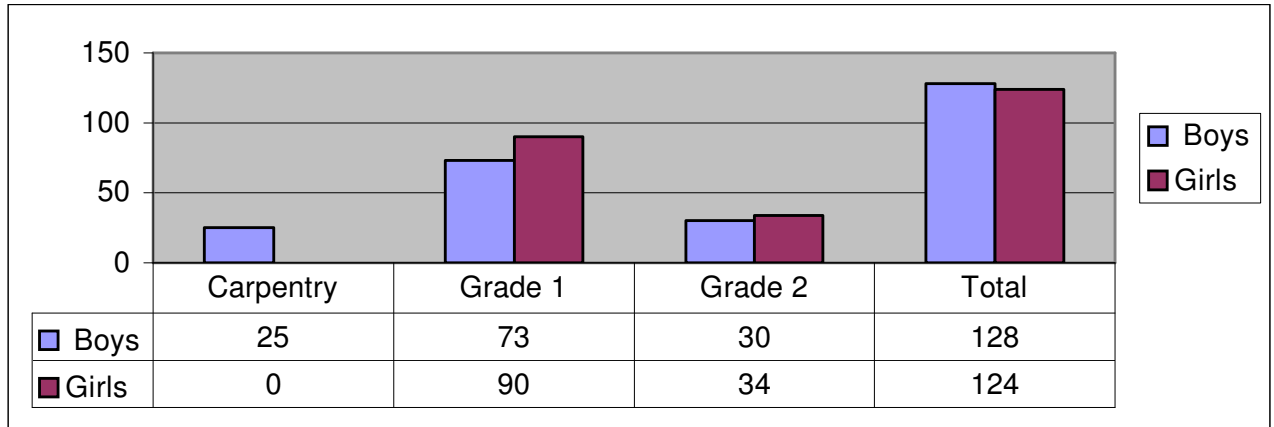


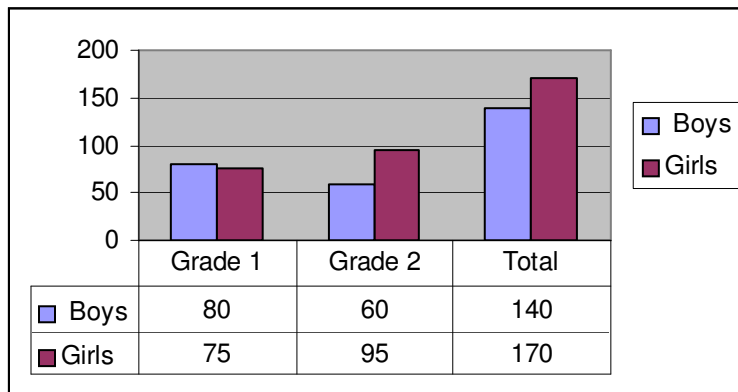
Table 2 Number of students and Gender (School year 2001-2002)



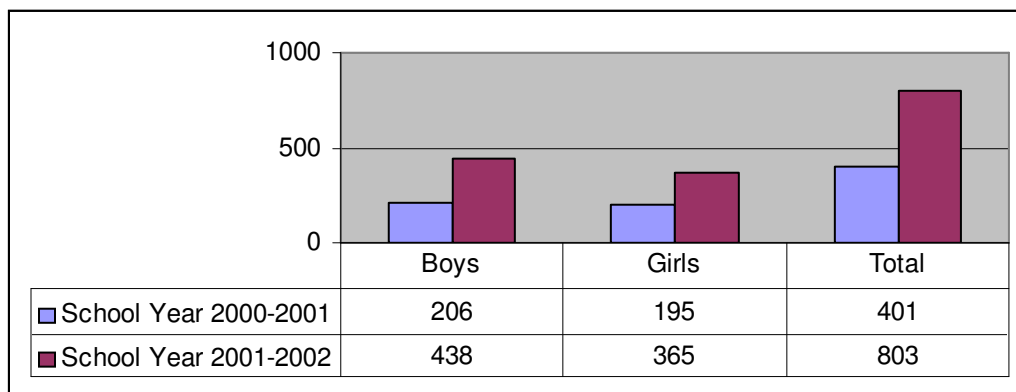
New School Building (West Bank School in Bardere) School Year 2001-2002



Evening Classes: 2001-2002



Gender Variation in Bardere Primary School:



+

A.4.1.2- BPS Rehabilitation

Since HIRDA began supporting BPS, the building condition of the school was very bad let alone the school furniture. The reason was the school didn't get any maintenance during the ten years of civil war in the country

With the support of NOVIB, HIRDA was able to rehabilitate and supply furniture to the school. This enables the school attract the parents and children feel comfort and their safety is not be compromised. All the seven classes of the school were renovated, including walls, floor, roofs, windows and doors. Hiring Masonry, carpentry and skilled and un-skilled labour on daily contract basis did the renovation.

A.4.1.3- School Equipments

The existing chairs, benches or tables of the school were either in a horrible shape or non-existent. Most of the children used to sit on the ground. HIRDA equipped the school with proper furniture that accommodates at least 450 students. Today almost all the children in Bardhere primary school have chairs and tables in their classes.

A man who used to be a carpentry teacher and his assistant made the school equipment. We provided to them all the materials and tools.

A.4.1.4- carpentry Workshop

HIRDA has established Carpentry School as a pilot project in Bardhere. The Carpentry School Produced the following advantages:

- It became a source of school furniture
- We have employed a teacher and an assistant
- Target group: young people above 15 years old.

We started with 25 students for technical orientation, especially wood crafting. The carpentry school will not be only the source of school furniture if developed but also a source of city furniture.

A.4.1.5- Teachers Training

From July 2-4, 2001 training was conducted in Bardhere Primary School building arranged by our team in Bardhere. The training was conducted by Mr. Bafo, NOVIB representative in Somalia and consisted:

- What is education?
- Learning process
- Techniques and method
- Lesson preparation
- Class management
- Four parts of a lesson
- The qualifications of a good teacher.
- Conflict management

The duration of the training was 14 days of two shifts, one in the morning and one in the afternoon. The training were participated by 30 people from

- ❖ All the teachers of Bardhere primary school
- ❖ Teachers from Bulsho primary school
- ❖ Teachers from Sheik Abdiyow
- ❖ Education committee in Bardhere town.

The training was intended initially to our staff in Bardhere but our team integrated into the above mentioned people who are active in the field of education to promote and enlarge the education network.

Problem encountered

Before the training started Bafo consulting with our team in the field took the initiative to include every one who can take advantage of the training for the benefit of the Bardhere community. It was the habit of the aid organizations to give trainees incentive if they conduct a training. So, every one wanted to take part and they asked Bafo how many they will be given and who will give them. Bafo told them that HIRDA would pay them without contacting us.

Problem solving

Our team in the field contacted us immediately for advice. We instructed them together with Bafo to organize a meeting with all the people concerned and tell them that the training is for their benefit, if they want to take advantage well and good if not we do not give one cent to any body.

We have taken this decision for three main reasons:-

- The community must realize that if they are offered help and that help does not compromise their values they do not have right to impose conditions or ask rewards (this is also part of our community awareness policy).
- This habit must vanish from people's mind
- We had no budget for such incentives even if we wanted to do so and this training was only intended only for the teachers but if there are other people in the community who are interested they are welcome..

Bafo and our team met with the people and told them our stand. They realized that was a right decision and participated the training. We also instructed Bafo that we would have consensus in the future before we start any thing.

A weekly teacher's meeting was also considered relevant to evaluate problems and achievement during the week's course and consequent solution. It is held every Thursday after classes because Friday is a rest day in Somalia.

A.4.1.6- Community awareness

HIRDA in Bardere has achieved tangible advantages and success achievement for the local community participation as well as the improvement of the organization's relation with the parents which has made easy of our of sending boys and girls to out of the town as school trips without getting negative excuses from the parents..

HIRDA in Bardere has also played an important role in improving of peace and harmony between Bardere and nearby Districts. This has been achieved with the help of HIRDA's sport team and the school team of BPS. Both teams have gone Garbaharey, Burdhubo and Diinsoor, which is Bay Region for friendly games. This has shown good development of relationship between Bardere and those districts. Now there are over pouring invitations coming from other districts like Baidoa.

The children of Bardhere Primary School performed also a concert to promote peace and reconciliation where the future of the young generation was the centre of the concert. Another important item of the concert was society building and every one should struggle to exercise decent life. HIRDA team in Bardere are showing tireless effort to create some awareness to encourage the community for the participation rebuilding of their country. To exhort the community as far as education and school are concerned, dramas and meaningful songs were seen to be significant in bringing about monumental results. Barderian's now feel somehow dedicated to caring for their generations.

On 20th of June 2001, during the closure ceremony of the school, BPS students have presented a non musical comedy that was based on the negative pervading sense of the society that schools serves as a living (house) of a few and that there are no honesties in teaching. This drama and songs were very emotive that has had some effect on the people emotions. Elders from Garbaharey and Norwegian Christian Aid (NCA) team Leader who attended the closing ceremony under the initiative of HIRDA has requested that the drama and the choir team to stage this performance in Garbaharey and Burduboo adding that the drama was based on a chronic disease they were suffering.

On 14th July and 15th of July the drama and choir team has performed on Grabaharey and Burdhubo respectively. The students of Bardere Primary School in Garbaharey and Burdhubo created an environment of exhilaration.

A.4.1.5- New Construction

As we have mentioned in our year plan last year, the school consists of seven classes and we have rented from some one who occupied the building though the building was previously a school and belonged to the ministry of education.

Law and order is not yet restored in Somalia and there is a risk in case some thing goes wrong between HIRDA and that man that the children will be without school. An other factor is the west bank of the town

HIRDA, Himilo Relief Rehabilitation and Development Association

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has no school building and the children can't cross the bridge in order to come to the existing school of HIRDA, so, with the advice of NOVIB during their visit in Bardere last year, We decided to construct a school in the west bank of the town. We have bought a land of 120 x 48m. We have already constructed four classes, one office, a teacher's room and five toilets in the site. We have planned this to be Vocational training school in the morning shift and in the afternoon shift will be used as primary school. In this school year 2001-2002 we have only one class of carpentry trainee so the other three classes will be used as primary school in the morning shift as well as in the afternoon shift.

A.4.1.5.1- Source of construction fund and Implementation Manner.

We were able to mobilize Bardhere community specially parents to pay contribution apart from the normal fees they pay each month. Each parent contributed 10,000 Somali shillings

- Community manpower participation
- No Security (such as guards) and storage charge
- No extra cost for Design, Estimating, Planning and coordinating of project Implementation. From the above points we able to save 15% of the total cost.
- HIRDA has implemented all activities without external contractor so we saved profit margin at least 20% of project Cost
- HIRDA staff in Bardere are working Voluntary base

With the help of savings of NOVIB donation for 2001 projects, local community participation, and HIRDA team efforts, we have bought a piece of land and build the above described construction.

All these projects would not be successful if HIRDA was not serious of its plan of action. It is worth mentioning today that local community see that HIRDA can do much to the community development and service. This perspective will enable HIRDA to implement projects smoothly. It is also worth mentioning that HIRDA'S policy of community awareness bore fruits

.4.6- HIRDA's Activities in Netherlands:

The activities we carry out in Netherlands are not specific and continuous. Here below we some of them:-

A.4.6.1- Community Awareness.

HIRDA launched a constant campaign last year do increase its activists so as they can participate actively in a sustainable way the development of their community. We have done this by different means such as organising meetings, individual contacts, via HIRDA website and quarterly news brief.

During meetings we showed them videos that clearly displays the horrible situation of the children and women in the regions concerned. The Visual picture of the situation where HIRDA explained the importance of the project to draw the attention of the activists.

A.4.6.2- Mission To Bardhere, Somalia: (Travel Expenses):

The mission was planned to take place at the end of this year. We will organise the mission together with NOVIB.

A.4.6.3- HIRDA Website and Network Forum

Since last year HIRDA's website was functioning the website played a crucial role to reach our activists worldwide. The website serves also information source of HIRDA such as working methodology, objectives, and mission are shown. Based on the worldwide reactions we got so far shows that we have captured the attention of Somali community abroad and inside Somalia.

We have also created a virtual e-mail where we exchange ideas and communicate with our supporters. Besides that our working methodology encouraged many people through out the world. They founded typical organisation where they raise fund and support schools or other important social services. A practical example is IORA and NASA

A.4.6.4- Himilo Newsletter

The quarterly news brief HIMILO is part of our community awareness campaign. In the news brief we inform our activists what were the activities planned, what we achieved within this period, the socio-economic and political situation of the region, what problems we encountered and how solved them.

This approach of keeping in touch with our supporters improved their confidence and attracted new ones

A.4.6.5- Sister schools in Netherlands

This is ongoing activity and it will be finalized at the end of this year. The aim of this activity is to integrate Netherlands society specially primary schools in a way that they can take part or contribute the development of basic education in Bardhere. We had already contacted with four primary schools in Netherlands. They asked us to device educational material that shed lights the situation of the children in Somalia. These educational materials will then be shown to Netherlands children in primary schools.

This is to give the Netherlands children in primary schools a full picture the situation of the children in Somalia. The children will then understand the difference between them and other children of the same age in other parts of the world. In this way we can make school linking between Netherlands and Somalia, exchange ideas, raise funds and in the future organise trips.

A.4.6.6- OALT

This is also ongoing activity. In July we organised a meeting with all individuals and organisations that involved in OALT. The intention of the meeting was in first place to know each other, and diagnose the demand and the existing problems.

Immediately after the first meeting we contacted with local governments where there is a considerable population of Somali community. We presented to NOVIB as well as Tilburg local government the conclusion of the first meeting and how we want to realise the activity.

If the project is financially feasible and we get go ahead we will start right away.

A.4.6.7- HIRDA Training

First Training

In order to raise the organisational know-how of the members we carry out this year two training seminars. The training was given by Odyssee and was intended that the participants get insight of the summary below.

- Objective and structure of non-profit organisation
- Relation between organisational structure and culture
- Role, competence and assignment
- Organisational structure and development

Second training

Here is the summary:

- This part was the follow-up of earlier one where organisational development among other things, strategy(long term planning),organisational analyse internal as well as external(SWOT analyse) was the core.
- Putting the vision policy into practice in terms of action plan (setting up SMART-plan)

After these two trainings a new life was inspired by the organisation where the members became highly motivated. Besides that competence and assignment of duties became very clear to every one. HIRDA plans to continue such trainings in the future.

A.4.6.8.Unbounded Meeting

In cooperation with NOVIB, we took part the unbounded yearly festival which is held at the beginning of July every year. There we have displayed of HIRDA's activities among other things the projects in the pipe-line. Visitors were highly impressed by our presentations forwarding compliments to us

A.5- Impact of NOVIB participation

The participation of NOVIB has direct impact on the Bardhere primary school because it was NOVIB, which facilitated not only equipping the school but also rehabilitated it. The participation of NIOVIB was fl 35000. Rehabilitating and equipping the school made children comfortable to attend the classes. Before the school was equipped, most of the children used to sit on the ground. The rehabilitation made the school a nice place and centre of attraction in Bardhere. The community in Bardhere knows today that they owe much to NOVIB.

A.6- Progress in Cooperation

HIRDA has a close cooperation with local communities, elders and chief communities in the region, as well as we with Somali communities in the Diaspora. Although, there is no much local and international NGO in the region we cooperate in Bardhere with SADA, a local NGO and UNICEF who contribute us every year school kit. We have also work cooperation with the international NGO such as NCA (Norwegian Christian Aid) and TROCARE in the field of Education, sport and curriculum exchange between the respective schools as we have same geographical area.

Last year HIRDA became a full member for educational networks in Somalia and we participated different training seminars organized by the Network, such as FPEN (Federal Primary Education Network) and ISRAAC, which is human right and civil society network. On 9th of June 2001, HIRDA team in Bardhere has succeeded in conducting and educational survey in all over the region. This survey was done in the name of FPENS while HIRDA was its representative in Gedo Region.

HIRDA became partner with NOVIB and we have received from them a substantial financial support for implementing different Projects in Bardhere

B.1- Project planning

HIRDA compiled a plan of action in order to implement the above-mentioned activities. According HIRDA policy we increased the involvement of the local Community on the decision-making process and implementation stage of the projects. Thanks to this attitude, HIRDA has succeeded to implement all planned activities and other extra activities in order to satisfy the request of local communities. The planned activities are:

B.1- Education expansion:

- ❖ From 01 NOV 2000 we have increased teacher's salary based on life standard in Bardhere town. This will help teachers cope with fluctuating market prices. It will also be an incentive for them, which in turn improves the teaching quality.
- ❖ Based on the experience we acquired so far, we will increase the number of female teacher's to four in May 2001.
- ❖ From September 2001 two more grades will come in to effect. These are grade six and seven. These will enable the children to complete primary education. It will also settle the girls to school. Because from experience we came to know that 40% of the girl's dropout was caused embarrassment. This is because the growth rate of girls is two times faster than their boys class mates. So a girl seems too old to be in grade four and become embarrassed. The society behaviour is another factor; People may say to the girl you are already a woman and sitting in grades three with young children. Those young children are the same age of the girl. Then, the girl can no longer bear the pressure and leaves the school.
- ❖ In September 2001 we will open four evening adult classes. According to the current plan, it will be three evenings/week. The aim is to reduce illiteracy among other things the female society. Lessons will be writing, reading, hygiene, cooking, and child-care and household -related lessons.
- ❖ BPS Rehabilitation: Rehabilitation of Seven classes of the Bardhere primary school. The rehabilitation has been consisted Floor repairing, replacing effected roof, fixing doors and windows, wall repairing and white-washing and painting of internal and external walls.
- ❖ School Equipments: We were committed to equip the school at least chairs and tables that can accommodate 360 students.
- ❖ Carpentry Workshop: First plan was to establish carpentry workshop that can be used production of school furniture. HIRDA has established a Carpenter School as a pilot project and the actual capacity of this school is 25 trainees each year.

B.2- Financial Report

Project Name	Allocated Budget	Real Expenditure	Remaining
Bardhere Primary School	54876.89		
Salary		21,388.00	
Register and paper		103.20	
Cleaning Material		180.00	
Management & School running		270.00	
Communication		590.00	
School Hire		720.00	
Travel Expenses		1,303.00	
School Trip		645.00	
Training for teachers	9,200.00	9,200.00	
Sport activities		1,205.00	
Photocopy		103.00	
Fax / Internet		155.00	
School end ceremony		530.00	
Preparation school year		77.00	
Total	64,076.89	36,469.20	27,607.69
BPS Rehabilitation & school equipment			
Purchase of material	52,000.00	40,021.08	11,978.92
Carpentry workshop	13,000.00	12,505.57	494.43
Transport		6,645.00	6,645.00-
Manpower		2,253.00	2,253.00-
Travel expenses		532.00	532.00-
Purchase of ground		2,783.00	2,783.00-
Total	65,000.00	64,739.65	260.35
HIRDA's activities in Holland			
Training	7,000.00	4,825.00	2,175.00
Mission to Bardhere	9,000.00	-	9,000.00
HIRDA website (www.hirda.org)	8,100.00	6,680.00	1,420.00
Himilo Newsletter	4,013.75	1,416.00	2,597.75
School Linkage	2,580.00	408.00	2,172.00
OALT	1,650.00	-	1,650.00
Money Transfer commission	5,000.00	2,859.85	2,140.15
Statement of accounts	5,000.00	-	5,000.00
Transportation cost	1,200.00	481.00	719.00
Telephone expenses	1,200.00	459.37	740.63
Montage	4,225.00	4,200.00	25.00
coffee and tea	-	145.89	145.89-
Rent Hall	-	300.00	300.00-
Girotel (12 months)	-	138.00	138.00-
Printing and photocopy	-	372.00	372.00-
Festival Participation	-	122.00	122.00-
Total	48,968.75	22,407.11	26,561.64

	Total remaining	54,429.68
From NOVIB		
	60,000.00	
	50,000.00	
	4,225.00	
	41,881.09	
Total	156,106.09	
Diaspora communities	19,876.89	
Expenses covered by HIRDA's executive Committee members	13,900.00	
	33,776.89	
Total amount that HIRDA has received During the year	175,982.98	
Total amount of expenditure	123,615.96	
	52,367.02	

Hirda's actual capacity of fundraising can cover 19.876,89 per year, it comes from Hirda's members in Diaspora plus 13.900 expenses which totally covered by Hirda's executive committee members. Thus our yearly income is Dfl: **33.776,89**

The outstanding amount of fl: 54.429,68 is allocated for covering the cost of various activities which started this year plan and will end before next year, the remittance of amount due will take place after the activities have been done.

B.3- implementation Problems

The following factors have an over all negative impact on executing projects as well as smoothness of the work carried out.

- All government institutions building such as schools, hospitals, offices and etc are occupied by refugees. If you to rehabilitate a MCH building, you are either forced to buy from the occupant or rent from him or her.
- Communication Problems.
- Severe unemployment. If you want to employ one person it will take time to select the desired person. Because the UN and aid organizations used to employ people on tribal basis which is beyond our policy.

B.4- Way of Solving Problems

So far we did not encounter any problems but in case they arise we have the following contingency plan in place because what we have done so far has a very good impact with the local community.:

- We always try to do a tangible thing that toughens the interest of the community. Because doing a concrete thing for the community you can capture their heart.
- We respect the city council and clan elders and try the best we can to be part of them. if encounter a problem we always resort to them
- We always resort to compromise in areas where project implementation is involved

- We participate parents to be part of the decision process of the education policy
- We consult the education board of the city as far as school curriculum and teachers selections are concerned although this is mostly a formal since they give any contribution to the teachers

B.6. Conclusion and Request

Despite the short periled of HIRDA's lifetime, we came to the conclusion that we had a fascinating and successful year behind us. HIRDA is now one of the biggest self-organisations in Somalia in terms of number children, schools and members. The strategy (community responsibility, transparency, the way we keep updating our activists) we have chosen was behind this success.

We are very pleased to hear from our team in Bardhere as well as our partners such as UNICEF NCA (Norwegian Church Aide)that our school is the best in all South Somalia as far as educational quality and management is concerned. NCA have asked us whether they can adopt our system of education or cooperate definitely. At this stage their negotiations going between HIRDA and NCA how the cooperation will conclusively come into being

Because of the success of last year, HIRDA is ready to enlarge its activities to other regions. In this school year HIRDA runs three schools with almost 2000 pupils. HIRDA has also merged with NASA (North American Somali Association) Besides that HIRDA will soon open a branch office in England.

In order do realize our objectives, we kindly request you the following: -

- a. Although we do our best do develop self-supporting financial system, we are not yet in a position do cover the current expenses. For that reason we would be very grateful to you if help us cover the direct cost of our team in Somalia (40) people.
- b. HIRDA is now in a position do became professional organisation. For this purpose we want to send two of our members to field (Somalia). This is one of our objectives to import the knowledge back to Somalia, creating productive sectors and enforcing our local team there. Doing this we will set an example other Somali intellectuals in Diaspora specially those who are in Netherlands. In order to realize this we also crucially need your financial support.