



TFZ FIRST TERM NEWS LETTER



Classroom impact



TFZ received computers from DHL for Kowo primary



RYCs Conducting campaigns against Child marriages, child and drug abuse



Rehydrating the Dehydrated



Advocating for girls' transition to Secondary School at Sinamsanga



Malilangwe conservation capacity building



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Overview

TFZ is a not-for-profit organisation registered in Zimbabwe and a partner of Teach For All (TFA) Global network. TFZ compliments government in ensuring that all children have access to equitable and holistic education. TFZ works with university graduates of diverse academic expertise to develop collective leadership for education through a leadership fellowship programme. Currently TFZ has 156 fellows placed in 110 schools in Binga, Chiredzi, Chivi, Mutoko and Mudzi.

Our student vision is that, "By the time they are 25, all children in Zimbabwe will be active citizens that use the quality, equitable and holistic education to fully participate in the socio and economic development of their communities and nation. This is as a result of having: -

- ❖ Access to quality, relevant and **holistic education** that allows them to have variety of opportunities
- ❖ Developed **creativity and innovation capabilities** to enable

them to find opportunities for life long sustainability

- ❖ Acquired knowledge of the **utilisation of available primary resources** in their marginalised communities
- ❖ **Collective collaboration with their peers, family and community** so that they are able to identify challenges faced by their communities and provide solutions.

We believe that our student vision can be best be achieved through collective leadership in education. By recruiting graduates of diverse disciplines into the two-year fellowship program, we hope to develop diverse leadership that can work collectively to ensure that children in Zimbabwe receive quality, inclusive, equitable holistic education.

We envision that by the end of the fellowship the graduates will be, ‘Versatile leaders who can use their deep understanding of self, others and systems to collectively champion a holistic, equitable and inclusive education for all children in Zimbabwe.

Leaders who are entrepreneurial, creative and innovative; with the ability to collaborate with diverse local and global stakeholders to ensure that learners get quality education to reach their full potential in the 21st century.’

The progress of the fellows is assessed through their classroom impact, community impact, partnership development, personal development and entrepreneurship development.



TFZ fellows are involved in a number of activities in their schools and communities of placement. Our newsletter vitrines some of their activities for the first term and other organizational programmes.



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Classroom Impact



TFZ Fellows are using innovative teaching methods, classroom management and student engagement styles, with technological integration to create learner friendly environments in their classrooms. These aspects are essential for the provision of equitable access to quality and holistic education for learners. In the four districts of operation, Fellows adopted the Teaching as a Collective Leadership approach to ensure student leadership in their classes.



Student Leadership: Tsiga primary student taking the lead in class discussion

There has been a great improvement on foundational skills from reports provided by the fellows.

At the beginning of the year, a number of fellows experienced challenges due low levels of foundational literacy and numeracy among the learners even at Secondary Schools. The fellows engaged different strategies to help the learners master the skills of reading and writing Some are using their lunch time, some have introduced morning work and homework, some have introduced prizes to motivate the learners to learn to read and write.



Learners displaying their prizes

According to Nobukosi Sibanda “to improve learner's performance and school attendance I started giving presents to those who would have passed weekly and monthly test. Best learners were given books, pens, rulers and sweets for their hard work. This motivated many learners to work extra hard so that they at least get a present from the teacher. This was highly recommended by the school head, church Reverend and SDC chairman and they encouraged other teachers to motivate their learners in any possible way.

A number of third Cohort fellows who were teaching examination classes last year have recorded very satisfactory



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results at ordinary and advanced levels. Some highlights of the results below:

Lindsey Muleya had 100% pass rate in A' level Chemistry

Andrew Pasipanodya had 100% pass rate in A' level Family and Religious Studies

Sala Mudenda had 100% pass rate at ordinary level in History

Ellen Kwembeya had 100% pass rate at ordinary level in biology

Advance Munsaka had 77 % at ordinary level in Tonga language

Enesi Munaro had 82% at ordinary level in Family and Religious Studies

Tanatswa Chimusimbe had 70 % pass rate in Grade 7 ICT

Patience Mukuzunga 22 % pass rate in Grade 7 ICT

Matilda Mwembe had 68% at ordinary level in Tonga language

The results of the first term in all fellows' classes have shown a great improvement and impact in their work.

Enesi Munaro Opened a Secondary School [Hope Academy]

Enesi Munaro is a third cohort fellow placed at Hippo Valley High in Chiredzi district. She started the fellowship in 2022 and deferred within the first five months due to circumstances beyond her control. She resumed the fellowship at the beginning of 2023.

Over the period she witnessed the dismay of many parents and children within Chiredzi, as they were turned away from the existing school (Hippo Valley High) because the vacancies for form 1 would be filled up. The existing school could only enroll at most 240 form ones. There are nine (9) Primary Schools in the estate who altogether sit almost 540 grade 7 pupils in a year. All of them looking forward to go to the local high school. When the farm school enrolls 240 students it means 300 have to either walk long distances to the next Secondary School which is about 20 km from the section they would be staying. If the child fails to attain a place there as

well, then he/she has to join the parents to work in the farms. Enesi indicated that;

“Girls especially touched our hearts. The farming environment lurks with dangers that easily destroys young lives. Girls and boys with great potential end up in the streets with nothing to show for the great potential bestowed upon them by the almighty. Girls particularly suffer STI's and HIV/Aids, early pregnancies, dropping out of school, early marriages, prostitution and dire poverty.”

She gathered other teachers at the school and discussed the issue with them. They agreed that there was a problem and decided that they would start a school to bridge the gap. They decided that the school would be called Hope academy. She explained that, “we decided to put our meagre resources together and rented a hall at a church establishment. Our aim was to try and avail education



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to as many disadvantaged boys and girls, men and women as possible”

Hope Academy opened its doors for the



first time in January 2024. Enesi espoused that,

“To show that our endeavor was worthwhile and was for a worthy cause, we immediately enrolled 76 form 1 students. These students had lost hope of getting a form 1 place. Due to shortage space at the hall, we are renting, we also managed to enroll 6 form 2s, 12 form 3s and 6 form 4s. These students transferred from their former schools because of the long distances they were travelling to and from school. Hope academy came to

them as a pleasant relief because the school is closer to their homes.”



Enesi and her partners are all teaching at Hippo Valley High hence they cannot deliver lessons at their new school Hope Academy. They employed 6 teachers to teach the following: subjects, English Language, Geography, Combined Science, Shona, History, Mathematics and Agriculture. She elaborated that “Our coffers can only support a small staff and a rather limited curriculum We hope to include practicals like ICT, Textile and design, Food technology, metal work, art and physical education.”

‘Men and women also approached us wishing to bridge their o level courses. Due to space, we took only 2 non-formal students. We hope to start

evening classes to cater for the farm workers who can only learn in the evening. We want to build a school but the funds do not permit. We want every child to have access to education and all dropouts to come back to school and complete their ordinary levels. We are pleased that we have done something good to help out in a situation that was giving many parents lots of stress. We have given hope to children to pursue education and to trained teachers who had been unemployed for over 2 years. We are not leaving anyone behind. We are embracing VISION 2030.”





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TFZ Fellow Appointed Head of Department for Guidance and Counselling within three months

Ngonidzashe Mudzungudzi was appointed Head of Department for Guidance and Counselling



within three months of placement at Border Munaka Secondary in Chivi district. The fellow faced a number of challenges during the early days of her

arrival which include transport, the water source is about 700 metres away from the school. She was the only lady teacher at the school.

The fellow was allocated Shona and Family and Religious Studies to teach forms one, two and three. She quickly adjusted to the challenges and settled in for her work. Having knowledge of Teaching As Collective Leadership

approach from the pre-institute, the fellow immediately engaged her learners to set out the vision for their different classes and their learning objectives. In her own words, “My wish was to make sure all the learners have equal access to these subjects and be able to take charge of their learning.”

She discovered that most of the learners in the classes were nonreaders. She grouped the learners according to their ability; “I did this to make sure that I teach them in groups and also it helps me to understand that all my learner's grasp the content.”



She introduced the reading section with the nonreaders with the aim of helping the learners to develop reading and writing. She utilized her free periods,

lunch hours and some afternoon section to help learners to read and write. Within two months some of the learners were able to read and write to the extent that some senior teachers were shocked. The other teachers had already labelled the learners dull and warned Ngoni against wasting time on teach them. Ngonidzashe expressed that, “I don't lose hope since I don't want to leave anyone behind.”

Ngonidzashe noticed that there was high dropout among girls due to early marriages and unwanted pregnancies. The girl child had nowhere to report and share their problems. She organized some counselling sessions with the girls but during the first days the girls were shy to discuss their problems. She tried to create a safe space for the girl child by being friendly to them. She wanted them to feel free to share their problems with her. Eventually the learners started opening up. Ngonidzashe gathered the girls twice per week and discussed issues to do with sexual abuse, the effects of early marriages and menstrual health. She advised them to pursue their education until they reach their goals.



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Ngoni further expresses that ‘It is my ambition to make the girl child shine in the community; Now the girls at my school are able to share their problems with me.’”



From the counselling sessions Ngoni discovered that many girls would be absent from school during their menstruation. She organized a civics day at the school to raise funds to buy sanitary pads for the girls who did not afford. The provision of sanitary pads to girls increased their school attendance. The school administration noticed her work and were impressed. They held a

meeting with the School Head and the fellow was appointed Head of Department for Guidance and Counseling within her first three months of placement.

Advocating for girls’ transition to Secondary at Sinamusanga

Shumba Tinokunda Moses is a Teach For Zimbabwe third cohort fellow at Sinamsanga Secondary School in Binga. When schools opened in January 2024 Moses noticed that only two girls had enrolled for form one at their school. What was most disheartening for him was that girls constituted over 60% of those who completed grade seven from the nearest Primary School in December 2023. The transition rate for girls was so worrisome in the community. Moses raised the issue to Prosper Makuvire another fellow at the same school. Moses and Prosper, decided to do a campaign to bring the girl child to the classroom, which they named "IN THE CLASSROOM I BELONG, IAM NOT YET A MOTHER".’

They decided to engage other partners working in the community to drum up support and amplify their voices. They engaged other NGOs working in the community that include AKASHINGA formerly IAPF, and CAMFED CAMA learner guides. The organisations agreed to come on board.



They organised a campaign at the school and gathered all girls in school to try and encourage them to persuade their fellow girls in the community to enroll in



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school. During the campaign, they took turns with the other stakeholders to conduct mass lectures teaching the girls the importance of education and effects of early child marriages.

After the serious talks with the learners, Moses and Prosper took the campaign to the community where they engaged the school dropouts, the parents, business people and the community leaders. They moved from one home to another in the community talking to the girls and their parents telling them of the advantages of proceeding with education.

They proceeded and visited the palace to talk to Chief Sinamsanga about the enrollment situation at the school. They told the Chief that only two girls from the community had transitioned to Secondary School after completing grade seven at the surrounding Primary Schools. According to Moses the chief was also disturbed by the news and called a meeting with the parents in the community.

The meeting was convened with all parents and the chief attended. During the meeting Moses and Prosper

implored with the parents to enroll their girl children who completed grade seven for form one. They deplored the old tradition that denied the girl child of the opportunity to go to school. They reminded the parents that the government has enacted that call for equal opportunities for both boys and girls. They highlighted the provisions of the newly enacted laws, the marriages act of 2022 and the amendment of the age of consent in the criminal law codification and reform act, which says no person under the age of 18 can consent to marriage or sex and any parent or guardian who facilitates that will be guilty of an offence. They also encouraged them to ensure that all learners who dropped out of school should return to continue their education.

Chief Sinamsanga took time to address the parents. During his speech the Chief appreciated the steps taken by the fellows to raise the issue of low girls' transition rate to from Primary to Secondary School in the community. He promised to work with the fellows to



ensure that all girls who completed Primary are enrolled for Secondary education. He bemoaned the old tradition that discriminated girls from going to school. He reiterated the importance of upholding national laws that empower the girl child. He warned the parents against early marriages as most of them were still holding to this old tradition., The chief promised to take further steps to end the practice of marrying the minors in the community.

A resolution was arrived at that all girls who had completed Primary would be enrolled for form one and drop out learners be brought back to school. It was also agreed that those who had married minors to be reported to the Chief and the Police.



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Consequently, the campaign produced fruitful results as, after 2 weeks the form one class enrollment rose up to 30 learners with 13 being girls raising the proportion of girls to 43%. Currently all the newly enrolled learners are performing very well. Moses said “we still have hope that their performance will continue raising as none of them had dropped out so far, special thanks to the following organization for their participation towards educational equity and empowerment of the girl child in the marginalised areas, Teach For Zimbabwe and Teach For All, AKASHINGA and CAMFED.”

Using a card box model computer to teach ICT



Patience Mukuzunga is TFZ third cohort fellow placed at Chilonga Primary school in Chiredzi district. The school did not have computers and there was no ICT teacher. The learners at Chilonga Primary are expected to learn Computer Science and are examined on the subject in the final grade seven national examinations to complete their Primary education. When she arrived at the school the head allocated her the computer science subject to teach Grade three to seven. The school had fewer text books that were shared. The school is in the rural areas where there are no computers. The learners had not seen a computer before except the pictures in the book. It was difficult to teach them of computer components they had never seen. She took her personal laptop to the classroom. It helped the learners to appreciate what they were being taught. However, there was need of the learners to equally understand a desk top and some of its components. Patience designed model computer hardware using paper and card boxes to show her learners. The model gave the learners better appreciation of the computer. The initiative was quite helpful especially

for the grade seven learners who took their final examination towards the end of 2023. There was a 22 % pass rate in the subject which was an improvement compared to the previous years.

Teen mother readmitted in school at Bulawayo Kraal Secondary



Sala Mudenda TFZ third cohort fellow has taken a step higher in advocating for students’ retention at her school. Over the years the school

has been losing learners due to early pregnancies and early marriages. Girls would be impregnated by fellow students at the same school or other schools and that would mark the end of their school journey. Normally the boys would deny responsibility and the young mother would languish alone in poverty. In June 2023 a form three girl was impregnated by a form three boy at her school. The girl quickly dropped out of



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school and eloped to the boy's home. The boy denied responsibility for the pregnancy and sent the girl back to her parents. The girl struggled with her pregnancy alone and was out of school. The boy continued with school and started courting another student at the same school and when the parents discovered the relationship, they withdrew the girl from school out of fear of losing their money as they presumed that their daughter would subsequently be impregnated and drop out of school without a certificate. When schools opened in January the two 16-year-old girls were forced out of school. The parents and the community seemed to be ok with it as similar cases had happened in the past and no action was taken to address them. The parents had resolved not to pay fees for the girls. Sala took it upon herself to engage the parties and solve the issue so that the girls can return to school. She engaged the boy and told him about the provisions of the marriages act that say no one shall enter into a marriage before they turn eighteen years of age. She warned him against the behavior of impregnating school girls and promised to report him to the police

if he continues with his behavior. She advised the boy who was also 17 and in form four that if he was to stop his behavior he would be allowed to continue with school. The boy agreed to stop his behavior and was readmitted in school. Sala went on to engage the parents of the girls and advised them of what the law says about girls' education especially those under the age of eighteen years. She told them that it is an offence according to the Education Act for parents to fail to send to school all children of school age. She also reminded them that it has now been criminalized by the Marriages Act of 2022 to marry off or facilitate the marriage of a child under the age of eighteen years. The parents agreed that they would allow the girls to go to school but they would not be able to raise the fees especially for the young mother who was to leave a kid at home. Sala assured the parents that should the girls come back to school she would help them register under CAMFED. Sala proceeded to talk to the girls making them understand the benefits of completing their school. The girls were shy to return to school after what had

happened to them. They said they were afraid that other learners would laugh and mock them as mothers in school. Sala assured them that strict measures would be put in place to ensure that doesn't happen. Eventually the girls agreed to return to school. Sala went on to gather all the learners and spoke to them about what had happened to the girls. She told them that they were unfortunate situations that had befallen the girls and could fall on any other girl. She implored with all the students to accept the girls as fellow learners and support them in their learning without judging them. At the beginning of February, the girl who was not pregnant returned to school. Sala presented her case to the school administration and she was readmitted in school under the beam fund. The other girl gave birth in February and had to delay with another month to return to school. In March the young mother returned to school. Sala presented her situation to the school administration and she was readmitted in school. Sala went on to engage CAMFED and presented the situation of the young mother. CAMFED agreed to register the young mother under their



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programme and they are paying school fees for her.

Two teen mothers readmitted at Simbala Secondary



Tulibambile is a TFZ third cohort fellow placed at Simbala Secondary School. She was disturbed when

two of her best students dropped out of school due to pregnancy. The first one was impregnated by a school leaver who skipped into South Africa leaving her to fend for the baby alone. The second was impregnated by a fellow student who continued with school while girl dropped out. Tulibambile narrates the story as follows.

“The first one dropped out of school last year in June and then gave birth in September. So, what I did is that in January I visited her parents and I talked to them about the child to continue with

her education. She was one of my best students in class and I also explained to them about her performance that she was really a promising student. The mother denied in the first place and said her grandchild was still young and needed mother's attention. I came up with a plan that their child will be dismissing early so that she can have time to breastfeed the baby and the mother agreed and I told her that I will talk to the School Head and other teachers first.

I then talked to the Head and other teachers, to my surprise they agreed and were so happy because she was indeed the best student in class. The next day I called the mother to come to school together with the child and then we had a small meeting with them and everything was finalized and the next day the child came to school and I was very impressed.

For the second girl, the mother of the child is a single mother and was struggling to pay fees for her. We visited her one day with my workmate and we introduced ourselves. We talked to the

mother and she showed that she was really disappointed about what happened to her child, so we comforted her then we went back to school, it was not possible to discuss about school issues.

After a week we went back and talked to her about the child enrolling back in school and then she said she had no money for fees. We told her that there are some organisations which help girl children with fees and everything which is needed at school and we promised her that we will find a way to help her child. The mother showed doubt in us and said the child will come to school but if anything, wrong happens to her we will take the blame. As much as we tried to convince her, she still had doubts in us.

The following day the child came to school and luckily, she got enrolled to CAMFED. We visited the mother again and she was happy and we assured her that will make sure her child pass. We did arrangements at school that such students should be dismissed early so that they get time to relax because of



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their situation. I do counseling sessions to them once every week.”

Rehydrating the Dehydrated, Addressing water Shortage at school

TFZ fellow at Tsiga Primary school, Viola Flojo Mutambudzi came up with a strategy of solving water shortages at her school. When asked about her initiative she said, “On January 9, 2024, when I first arrived at this school, I saw a familiar issue about water shortage, that I had been aware of for ten years. After a week, I discovered that there was no clean water source available at the school for the teachers and kids to use during regular school hours. I then inquired of another teacher where the pupils obtained their water while they were in class. The response I received was quite depressing; the pupils would persevere until the end of the day and then travel to the borehole, which is located at a distance from the school. I continued looking for a nearby source of water but as the water table dropped, the wells started to dry up and the water became scarce. Students started to drink

the dirty water that was partially present in the well, which disturb me even more.



I came up with a way to assist the Tsiga Primary pupils in light of this issue. It was at this point that I developed the Rehydrating the Dehydrated (RD) project. This project began in February when I purchased four 60-liter reservoir bins so that the students could have access to safe and clean water at school. This was their only source of clean water and it helped shield them from the Typhoid and Cholera diseases that were still prevalent.

Additionally, while the reservoirs are a fantastic idea, two of them were damaged by students. As a result, the school is currently operating with fewer

of them, but it is still able to function. I continued my investigation for a reliable supply of pure water. I discovered that there is an unprotected well near the Nyakudanga area, and there is another spring that is further away from the school in the Nyaburudzi area. If there could be a way to filter the water to make it clear before adding the pills that make it safe to drink it will be possible for Tsiga Primary School to have clean water for its teachers, pupils, and the surrounding community

Students Leadership Grooming initiative

Viola Flojo Mutambudzi initiated leadership training for prefects at Tsiga Primary School as a remedy to having prefects who were unsure of their responsibilities. “The reason why I loved this project the most was so that it would allow me to help them to fully unleash their leadership. She said, “the learners were assisting her in both facilitating and modeling leadership for them. This was a lengthy but enjoyable project; the children believed that being



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a Prefect meant they would not have to perform other tasks.



They would have more time to study, and would also be issued with a new uniform.

I was able to guide them step by step until they realized the true meaning of leadership, at which point they began giving speeches in public and even taking charge of the assembly.” Viola is continuing to coach the learners on speech writing and storytelling.

Re-usable pad making skills for the girls in marginalised schools

Blessing Kapanga a third cohort fellow placed at Kaunye Secondary School came up with an initiative to make

reusable sanitary wear. She started the program using her own resources. The aim of the initiative was to design and sew washable sanitary pads for the girl child as a way to fight menstrual poverty amongst the learners. Most of the girls at her school which is in the rural areas cannot afford sanitary pads every month. Sanitary pads provided by government cater for only 11 % of the girls at the school. Reusable sanitary pads are cheap and can be used for up to 18 months. When asked to narrate her story, Blessing Said,

“I initiated the pad making session at our school, firstly with the form 4s of 2023 during their CALA course work.



I provided all material required since they were facing financial constraints. I also extended the activity to form 3s in the same year. My target for 2024 is to

train the current form 2s and 3s on sewing washable sanitary wear. However, the process is not yet done since I am trying to source funds for the purchase of required material. I usually provide material as a way to motivate all learners to participate since learners are discouraged from studying Textiles Technology and Design at school and around the community by the shortage and cost of materials needed.

Community Impact

TFZ fellows are involved in a lot of community activities. They are involved in both the school community and the villages they are operating in. the fellows have been involved in beautifying their schools with flowers and empty bottle containers. They have been involved in national clean up campaigns leading their school clubs in keeping their communities clean. Some of them have been involved in training system teachers on ProFuturo. The impact of the fellows in their communities of placements has been great during the first term. They have



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worked with community leaders to implement community initiatives some of them listed below.

- Mara and Hachi held awareness campaigns on the effects of drugs at Chishamiso and cholera awareness at Ndali.
- Fortune Rihambe is involved with Malaria testing which has increased immensely due to the existing conducive environment for its breeding. He is also teaching on the cholera outbreak and how to contain it.
- Abide started a Youth Village Spending and Lending Club to assist youths to acquire capital and invests in Business Projects
- Blessing Zhou is staying with one of vulnerable learners
- Ellen has formed a Health club, which is conducting cholera outbreak campaign to sensitize others about good hygiene practices at Mutoko centre
- Albert formed a financial assistance group for men in All Souls community in Mutoko.
- Hardlife started an organisation that was looking for employment for Muhlangueni youths. The processes went on well, he managed to get employment for Ester Chilevani at Skimba Holdings.
- Hardlife also hosted youths on young people empowerment programs on Avuxeni FM CRS. Every Saturday he hosts women on Avuxeni FM CRS on Women Empowerment programs. In January he hosted a male artist by the name Chivas Di Bwoy [Advance Chivasa] who is very talented and also organized an interview for him at Star FM.
- Onward Murandu engaged the Honourable Member of Parliament for Chivi North to refurbish the community gardens so that the community members can grow vegetables for their family consumption and sell surplus.
- Beautrice launched the environmental sustainability club at Buffalo range school and in the community through radio. The fellow engaged Environmental Management Agency and Forestry Commission of Zimbabwe to launch her club using the radio.
- Girl child campaign- Magazine was part of the Uncle Saint and Zim online papers team which visited the girl child who is living without parents (form 4 now)
- Tulibambile followed up on two girls who dropped out of school due to pregnancy. She managed to convince the girls to come back to school.
- Rumbidzai Nyachoto is providing parental education on child development and working with the pupils' parents and guardians for overall impact.



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She is also working with CCWS to bring back school dropouts for various reasons back to school. She is educating women and girls in the community about human and women's rights. Furthermore, she is imparting entrepreneurial skills to girls and women in the society through the informal education program

ProFuturo training

fourth cohort fellows are barely four months into the fellowship and some of them have already produced amazing stakeholder engagement skills under the ProFuturo programme. The programme consists of three courses which include Digital Images, Browsing and Information Management and Interactive Images. The current version of ProFuturo training requires the fellow would train 25 system teachers. The fellows are supposed to mobilise their training participants on their own. The fourth cohort were just taking up their placements with the majority of them

coming from areas outside their placement districts. The training team was concerned that the newly placed fellows would find it difficult to mobilise the other teachers to conduct training. It was however amazing how the new fellows have excelled in their training. The majority of them mobilized and trained the teachers with some of them surpassing the target.

The most outstanding was Patricia Mate who managed to train 50 teachers. She is placed in Chivi district and this was her first time to be there. There were only 26 teachers at her school Chamanhazva Secondary and she trained them all. She went out to engage and convince teachers from



neighbouring schools to attend the training. The most amazing part is where she convinced them to travel on

foot to a spot in the bush where there is internet connectivity. There was no internet connectivity at the schools and the teachers had to travel to some spot about a kilometer away to access internet for completing the course surveys.

Another outstanding fourth cohort fellow was Victoria Chishiri who also trained 43 teachers at Madyangove Primary School. Victoria managed to mobilise 68 teachers at her school. She organized them into separate classes and invited Blessing Choba another fourth cohort from Jenya Secondary to facilitate in one class of 25. Victoria went on to training the other class of 43.

The programme is going on well and more than 1200 teachers were trained during the first term. We are positive that the fellows will be able to train the remaining number of teachers and meet our target before the end of June.



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for implementing the projects in the districts.

Ten schools were issued with 4 buckets, a watering can, 5 hoes, 2 hand forks and one vacuum sealer from the CEL fund. The schools included Kaunye Secondary, Bondamakara High, Rukau Secondary Mudzonga Primary and Tabudirira Secondary in Mutoko and Benzi Primary, Ndali Primary, Nandi Primary, Chambuta Primary and Mwenje Primary in Chiredzi. The fellows in Chiredzi and Mutoko are focusing on greening the school and the community and the nutrition gardens. They are also involved in waste management under the themes reduce, reuse and recycle. They are growing vegetables and maize in their nutrition gardens. Some of the produce is being used to supplement the school feeding schemes. They are growing flowers to beautify their schools.



Climate Education

Teach for Zimbabwe is implementing two Climate Education grants from Teach For All Climate Education lead (CEL) and UNDP. The CEL project is implemented in ten schools in five in Chiredzi and the other five in Mutoko. UNDP is being implemented in six schools in Binga that include Binga Primary, Binga Secondary, Manjolo Primary, Siachilaba Secondary, Kariyangwe Primary and Kariyangwe Secondary. TFZ has delivered materials



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Some are using plastic containers to beautify their schools. At Bondamakara the fellows have used the empty containers to construct the walls of a nutritional garden.



In Binga different projects are being implemented. Some are rearing chicken for eggs, some broilers and roadrunners. All the schools in Binga have been supplied with 100 trees each. All the

projects have progressed very well during the first term.

Climate education has been embraced by almost all the fellows especially those in Malilangwe schools where it is a key performance indicator. Almost all the fellows are practicing greening their schools and the reduce, reuse and recycle principles of sustainable consumption and waste management.

Kuyenda RYCs conduct campaigns

The project has conducted a number of workshops and campaigns during the first term. The project is being implemented in Binga, Chiredzi and Mutoko. Local bootcamps have been convened in each of the districts. Each of the districts conducted a campaign. Binga RYCs conducted a campaign for the provision of water in schools in the



district. They are doing door to door campaigns visiting responsible organisations and government offices. Chiredzi fellows conducted a campaign against early marriages, early pregnancies and school dropouts at Masekesa township.

In Mutoko the RYCs conducted a campaign against drug abuse among the learners and the youth at Nyamuzeu Secondary and township.



Twelve RYCs attended the end of project evaluation focus group workshop in Harare in March. Four RYCs attended the review meeting held in South Africa. The project has been extended and we expect to see more activities by the RYCs in the next phase.



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DHL donate computers for Kowo Primary School

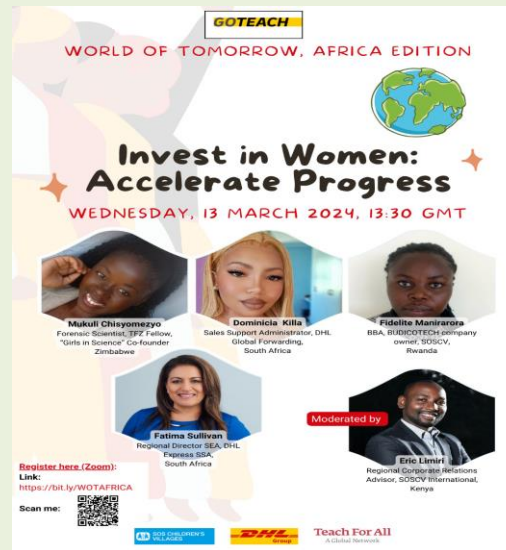


TFZ partnership with DHL has grown over the past three years. DHL has funded a number of school and learners; engagement activities. In 2023 a career fare, workplace visits and job shadowing activities were conducted with learners from Mutoko. During the first term of 2024 DHL has donated 30 complete sets of computers to be delivered by TFZ to Kowo Primary.

There are other accessories such as monitors and stands they have brought along. A handover event was held in March and the computers are set to be delivered to Kowo Primary early May. Kowo Primary administration has

refurbished one of their classrooms to become their Computer Lab.

DHL also hosted an online **World of Tomorrow Africa Edition Webinar** on the theme **‘Invest in Women: Accelerate Progress’** in March 2024.



DHL invited one of our fellows Chisomezyo Mukuli who is into STEM to present on the webinar. She presented the challenges faced by the girl child in entering the field of science, how she managed to break through and how she is helping the girl child to take up science subjects in school.

DHL is working with TFZ to prepare activities for engaging the learners in 2024. Proposals have been put forward to conduct career fairs, career talks, CV writing and mentoring. Consultations are in progress on the logistical arrangements to conduct these activities in collaboration with SOS Children’s Home.

Malilangwe supporting conservation

Malilangwe has continued to support ten schools placed in areas within their conservancy. Malilangwe organized a 2024 inception workshop for the fellows placed in their schools. They encouraged the fellows to work hard in schools and collaborate with the school administration for the development of the learners.



TFZ FIRST TERM NEWS LETTER



Malilangwe has resumed their training of grade six learners on conservation. They are including TFZ fellows from their schools as part of the facilitators. This has motivated the fellows as they spend one week at Hakamela lodges learning, teaching and game viewing. During the first term Malilangwe has been able to include three TFZ fellows, Autilia Musekiwa, Collins Ndlera and Tanatswa Chimusimbe.



Malilangwe has also included all the ten fellows in their curriculum review exercise. Malilangwe reviewed their conservation curriculum to include the, contemporary knowledge, latest trends and current best practices. Malilangwe has involved a number of stakeholders that include District Schools Inspector's office which was represented by Schools Inspector Maphosa and other system teachers. This has been very important for strengthening our relations with the stakeholders. Malilangwe continues to be the greatest supporter of TFZ activities in Zimbabwe and we are grateful for the partnership.

Let Girls Thrive

The aim of the project is to equip the girls with relevant life skills that will reduce their vulnerability to risks associated with a lack of self-sustaining strategies. The project aims to cushion learners from gender-based challenges which include menstrual poverty, sexual and emotional abuse, early child marriages, and lack of access to

functional psychosocial support services in schools amongst others. These challenges, including gender-based discriminations result in less opportunities across a range of sectors like education, training and employment, compared with boys. Let Girls Thrive emphasizes the importance of girls' health and well-being and supports initiatives that provide girls with access to essential healthcare services, including reproductive health education and services, nutrition programs, and mental health support. By addressing these aspects, the initiative recognizes that girls' overall well-being is crucial for their empowerment.

Furthermore, Let Girls Thrive recognizes the significance of economic empowerment in enabling girls to reach their full potential. It promotes initiatives that equip girls with vocational training, entrepreneurship skills, and access to financial resources. By enhancing their economic opportunities, the initiative aims to break the cycle of poverty and empower girls to become active contributors to their communities and economies.



TFZ FIRST TERM NEWS LETTER



Currently 30 fellows have been engaged for implementation of the LGT program and they were trained in Sanitary wear sewing, detergent making, yoghurt making, drink making and baking. A number of fellows under the programme are making detergents with their school clubs.



Sherryne with the Tinde LGT Club produced and sold detergents and bought a school uniform for one of the club members who could not afford it on her own.

Annlie has been engaging stakeholders in Lusulu community with aim of conducting a campaign against early child marriages and early pregnancies.

There has been increasing school dropout among the girls at Lusulu High. The majority of the girls dropped out of school due to pregnancy. Annlie has secured the required clearance to conduct the awareness campaign. The campaign will be conducted on 17 May 2024.

Entrepreneurship

Entrepreneurship is one of the fellows' deliverables. It is meant to develop the fellows' entrepreneurial capacity so that they can be financially self-sustainable when they finish the fellowship. The



training and support team provides them with basic entrepreneurial knowledge and skills at pre-institute training and continue to offer them support and opportunities to grow their entrepreneurial capacity. The fellows are engaged in a number of income generating activities. A number of them are engaged in online business distributing clothes, body lotions and detergent soaps. Some of them are into animal husbandry keeping goats, sheep and pigs.



They breed these animals and sell the meat to butcheries around their communities and to individuals and realizing some income. Some are running grocery shops while some mix



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with clothing products in their shops. The majority of the fellows are into poultry.



They keep broilers and sell after six weeks. Some have diversified the poultry business into egg production and hatching of day-old chicks. A few with ICT skills are doing computer and phone repairs while some combine it with solar installation. Andrew is into growing and selling of citrus fruit and indigenous tree seedlings. Trees in stock are as follows: Mangoes, oranges

lemons, pawpaw's, tamarind, baobab and syringa tress.

Partnerships

This also another deliverable for the fellows. We believe that all the plans and targets can best be met through partnerships. Partnerships help in bring together ideas and resources. Even the United Nations recognizes that partnerships are the best way to achieve the sustainable goals. It is imperative for the fellows to learn how to create partnerships as a practice of growing their personal leadership. The fellows have forged a number of local partnerships during the first term and some of them are listed below.

- Tulibambile partnered with ZERA on greening the environment
- Blessing Kapanga partnered with Mhuriimwe Aids Challenging Team (MACT) to guide, counsel and assist vulnerable Children in the community
- Njaya has partnered with Ministry of Health in conducting HIV and Aids

campaign to learners getting tested at a local clinic

- Njaya in partnership with the School Head and other teachers joined hands in installing more water taps at the school so that they can easily irrigate flowers and the garden.
- Sibonokhuhle has partnered with NAC and has pushed for the introduction of Guidance and Counselling at school starting 2024 January.
- Perseverance partnered with The Charity Vital Group on helping the needy in their community
- Gladys Partner with Forestry Commission Company and planted 50 trees at Ndali Primary.
- Patricia partnered with a system teacher to train ProFuturo and managed to train 50 teachers.
- Prosper has partnered International Anti-poaching Fund and CAMPFED in providing sanitary wear for girls.



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- Fanuel Bless partnered with CAMFED Zimbabwe to source examination fees for 4 disadvantaged girls who failed to register for 2024 ZIMSEC and paid for their 6 subjects.
- Ellen has partnered with Ms. Tamirepi to start making dishwashing liquid and foam bath for resale and they are planning to register a company together.
- Glodian partnered with fellow Adriel P Mudenda in detergents making.

Personal Leadership development

This is another deliverable for the fellows. The fellows are expected to grow their personal leadership by furthering their education, attending workshops, seminars. A number of fellows are doing their masters' degrees. Some are studying for post graduate diploma in education and others are studying monitoring and evaluation. During the first term the fellows were provided training in Microsoft

PowerPoint and Excel, Team Building, ProFuturo Digital Training, Girls' Education, Climate Education, Basis of Education Planning and Inclusive Education. The training and support team continues to provide guidance on relevant courses and topics for the fellows.

Coaching athletics

During the first term all schools conduct athletics. It was amazing that almost of our fellows were nominated to coach athletics teams in their respective schools. A number of teams that were coached by TFZ fellows performed very well. Some of them progress through several levels from zone to province. Blessing Manyabi was selected to coach the district team as a result of her high-quality skills in coaching. Her team has performed very well in inter district competitions.

Philanthropic work

A number of fellows are involved in charity work. Some are housing learners who travel long distance to get to school. Blessing Zhou, and Blessing Kapanga

have been keeping learners for the whole term.

Some are paying school fees for their learners. Tanatswa has paid for two Grade seven students at Benzi Primary. Fanuel Bless has sourced examination fees for four form four learners. Some are donating clothes and shoes for the learners, Tanatswa has bought seventeen toy cars for ECD learners at Benzi Primary. Patience bought shoes for one of her students. A number of other fellows are doing great philanthropic work in their areas of placement to make learning more accessible for the learners.

Thank you for reading the newsletter. If you have other stories you need to be featured in our next newsletter please send to: trainingtfz0@gmail.com

