



A Campaign against Early Child Marriages in Binga **15**



Career Fair was conducted at Mutoko Central High **30**



Head of Foundational Literacy and Numeracy visited 3 schools **31**



28 Computers donated by DHL to Kowo primary **28**

Classroom impact

Teach For Zimbabwe (TFZ) fellows are working to improve educational outcomes and providing quality education to students in marginalized communities.



There are one hundred and fifty fellows who are significantly impacting their students' learning within their classrooms.

One such fellow is Champion Mutakwa, who is teaching at a Nyamuzuwe secondary school. Champion has implemented engaging and student-centered lessons that have boosted students' literacy and numeracy skills. He started an after-school tutoring

program to provide additional support to struggling students. His students have shown remarkable improvements in their academic performance.

At Chatiza High school, Wilbert focuses on creating positive classroom environment that encourages student participation and critical thinking. He has incorporated more hands-on, experiential learning activities into his lessons, which has helped his students to develop problem-solving skills. Wilbert's students have become more engaged and confident.

At Kawazva primary, Vongai Mhoka, has made strides in improving attendance and reducing dropout rates among students. She conducted home visits to understand the challenges her students face outside of school, and has worked closely with parents and community members to address these issues. As a result, Vongai's students have been consistent in school attendance.



Viola Mutambudzi, is also another TFZ fellow at Tsigia primary school who has integrated the use of digital tools in her lesson to enhance student engagement and learning. Viola uses the projector to display multimedia content, interactive simulations, and visual aids that bring the learning material to life for her students. This approach has helped improve her students' comprehension and retention of the subject matter.

Furthermore, Viola has taken the initiative to train other teachers at her school on how to effectively utilize and integrate digital technology into their classrooms.

She has organized step-by-step training for her colleagues to incorporate these tools into their lessons.

TFZ fellows are helping to improve educational outcomes and some of the outstanding achievements are noted below.

Lusulu High School debate club stormed the provincial finals under the guidance of Annle Ncube



Lusulu High is a renowned school that has been in existence for a long time. The school has produced some of the

successful leaders in Zimbabwe. Over the years, the school has successfully participated in many sporting competitions but have not been so lucky in debate and public speaking.

Annle Ncube was placed at Lusulu in January 2023 under the Let Girls Thrive programme. In January 2024, she was appointed the coach for debate and public speaking a discipline that had hardly brought an award to the school. When she called for learners to come for practice, the majority of the learners shunned the activity because of its low popularity at the school. A few girls from the lower grades attended.

Annle was not bothered by the non-attendance of the brilliant senior students. She took her time to train the young learners how to argue and speak. She would gather the few learners once every week and practice.

In May, she took a team of four young girls and one boy to the zonal competitions. None of the school management believed the team would come up with anything. According to Annle, she even began to doubt their

abilities and was worried about wasting the school resources by attending the competitions. However, they proceed amid the mist of doubt. At the competitions, the learners performed very well and even better than they had done in training. Eventually, they emerged winners of their zone and proceeded to the district competitions in Binga.

At the district competitions, the learners were amazing. They were even more confident and presented their arguments in a more logical manner. Even the judges of the competition were stunned at seeing the young girls speaking with such composure. They eventually won the first position ahead of the perennial winners and the renowned participants of the competition.

It was great news as the Lusulu high school Debate Club stormed the Matabeleland North provincial finals representing Binga district.

Under the guidance of Coach Annle Ncube, the Lusulu High School debate despite facing challenges due

to their rural location and language barriers, achieved remarkable success. They competed with much vigor at the provincial level, and secured an impressive six position in the province and were awarded with certificates of achievement. This experience boosted their confidence, developed their public speaking skills, and instilled a growth mindset, proving that marginalized students can excel with the right support and coaching.

Immaculate awarded a Certificate for the Best Volley Ball Coach in Chiredzi



Immaculate Chigayo is a fourth cohort fellow who was placed at Chilonga secondary school in January 2024. Upon her arrival at the school 'Emma' worked

very hard both in class and extra-curricular activities with the learners. She brought with her a lot of creativity and innovativeness to the school. The School Head was impressed by her work and appointed the coach for the school volleyball teams both boys and girls. She worked hard with teams and progressed to the district competitions. She was awarded the best volley ball coaches' certificate after winning highly contested completions sponsored by the Methodist church. Immaculate narrates her story below.

I am thrilled to share with you the exciting news from Chilonga High School, where I had the privilege of coaching the volleyball team. It was an incredible journey that culminated in outstanding success!

I coached the school's volleyball team from scratch, we worked tirelessly and we went for friendly and Zonal competition and the teams won. Our hard work paid off, and we qualified for the District Competitions, a feat that filled us with pride and motivation. We raised Chilonga's flag high.

But that was not all - we went on to participate in the Methodist competition, where both our girls' and boys' teams emerged victorious, winning two trophies and two volleyball balls for the school. It was an unforgettable moment, and I was honoured to be recognized as an outstanding coach for the school.



One of the highlights of my coaching experience was introducing beach volleyball at the school. I am delighted to report that it has taken off remarkably well, with the students showing great enthusiasm and talent for the sport.

As I look back on our journey, I am filled with a sense of pride and accomplishment. It was a team effort, and I am grateful to each and every one of my players for their dedication, hard work, and sportsmanship.

A Haven for Dreams: The New MCZ Tinde High Boys' Dormitory: Mugwanda Crymore



In the heart of Zimbabwe, MCZ Tinde High, a rural school in Binga District stood as a beacon of hope for its students. However, the boys' dormitory, a relic of a bygone era, threatened to undermine

the school's mission. Crumbling walls, leaky roofs, and inadequate sanitation made it a breeding ground for illness and discomfort.

Enter Methodist Church in Zimbabwe in support of TFZ ideology, an organization dedicated in identifying needy rural schools and bridging the education gap. They saw an opportunity not only to build boys' dormitory but also to instil leadership skills and a sense of responsibility in the students.

The new boys' dormitory rose from the ashes, a testament to collaborative efforts. Spacious rooms, modern bathrooms, and a clean, safe environment transformed the living conditions. But the impact went beyond bricks and mortar.

Teach for Zimbabwe fellows (Mugwanda Crymore and Nyoni S) worked tirelessly to mould mindsets,

fostering a sense of ownership and leadership among the students. They encouraged active participation in maintenance and upkeep, teaching valuable life skills.

The results were remarkable:

- ❖ Improved attendance and punctuality
- ❖ Enhanced academic performance
- ❖ Reduced disciplinary issues
- ❖ Increased student engagement and leadership
- ❖ Stronger sense of community and camaraderie

The new dormitory became a symbol of hope, a haven where dreams could unfold. Students like Tinashe, once hesitant to attend school, now thrived in the nurturing environment.

"I never thought I'd have a place to call home at school. Now, I feel proud to be here, to learn and

grow with my friends," Tinashe said.

Teach For Zimbabwe's impact extended beyond the dormitory's walls, creating a ripple effect in the community. Parents and local leaders took notice, inspired by the students' transformation. The new boys' dormitory stands as a testament to the power of collaboration, leadership, and vision. It's a reminder that safe, supportive environments can unlock the full potential of young minds, shaping them into leaders who will change the world.

Creating a safe space learning: Kaila

Kaila Prisca is a TFZ fourth cohort fellow at St Martin's Mhomho primary in Chivi district. Prisca who doubles as a School Deputy Head and an ECD teacher is passionate about climate education and maintaining a clean environment that promotes hygiene for the little kids she teaches. If objects are thrown all-over, they become hazardous to the little kids who are in the early childhood development classes.

To make the school clean the fellow created an environmental club where learners are being taught how to keep the environment clean. She conducts clean up campaigns at the school with her club members to bring awareness to the students at the school. Every Friday she cleans up the school premises with the ECD learners in order to catch them young.



For upper grades we doing a thorough cleaning every first Friday of the month. The club motto is: LETS KEEP ST MARTINS MHOMHO A PLASTIC FREE ENVIRONMENT AND LETS GO GREEN. She said, 'As a result of our campaigns learners have started taking action even in our absents. The Grade 7 learners are planting flowers and shrubs to make our ambience presentable at school.'



Some are now conducting soil reclamation by covering galleys with stones. The school environment is now clean and safe for the kids to learn.

'Kick For Change' :Mbulache



Donald Mbulache is a fourth cohort fellow placed at Chevumbi



Secondary School in Chivi district. Donald discovered his ability to coach soccer which was not his passion as a result of his passion to help learners realize their goals. His experience in the process of trying to help ‘kicked him for change’ of passion as he was exploring the ‘Kick For Change’ Project with the learners. He narrates his story.

It was after we had participated in the U15 Zonal Ball games competitions and our teams had come last in every discipline and seeing the devastation the children had faced that I was moved to try and initiate solutions to help them perform better. I was never a sports person but my love of stories of impact got me involved in a football project we called 'Kick For Change' where we set out to form a football club for both boys and girls as a way to engage students at Chebvumbi Secondary School in recreational activities as a way to help them develop discipline, self-esteem, socialize, develop raw talent and shield them from social ills like drug abuse and the stresses that come with being from a poor household. Chebvumbi Secondary is a satellite school which is turning 2 years old this year end and has an enrollment of 160 students. It has no

sporting infrastructure, no sportswear (jerseys) and when we initiated the project, we had not even a single football. However, the coaches were very optimistic and when the idea was introduced to the students, they loved it. They showed commitment by sourcing their own balls and we had to use a nearby primary school's grounds but the students show up even on weekends. The Teacher in Charge was happy with the initiative and helped us outsource 10 footballs from the district office and pledged to help us get jerseys for the teams. The local people also turned out at the grounds in numbers so that we are aiming to register a local club that will involve both students and non-students. We were also able to organize a self-funded friendly match with Lundi High School in which our boys' teams performed very well. They are improving and we are very optimistic about the Under 20 Zonal competitions being held this coming September.

Community impact

Dedicated fellows are driving positive change and inspiring their communities. The fellows are going above and beyond their traditional roles, leveraging community connections to address pressing issues.

Several fellows have made it a priority to regularly visit and engage with their local communities. By establishing strong relationships with community members, they have gained valuable insights into the unique challenges and needs of their students and communities. Some of the fellows' often visits surrounding neighborhoods, listening to residents' concerns and brainstorming collaborative solutions.

The fellows' commitment to their communities extends beyond the walls of their schools. By addressing issues like waste management, advocating for the girl child, and leveraging sports as a unifying force, these individuals are making a

tangible difference in the lives of people in their community. Some of the initiatives are listed below

Lloyd Njaya and Privilege Tsoka who are stationed at Bondamakara identified waste management as a key issue impacting their community Shopping Centre. Working with their students, they collected plastic bottles, to construct a vibrant garden fence around their school's garden.



Other fellows are working with parents, assisting them with trainings on how to be financially active so that they can earn money for school fees.

Others are engaging parents to instil discipline at the school while some are participating in campaigns against early child marriages, drug and substance

abuse as well as assisting in enrolling teen mothers back to school.

Vongai Mhoka is offering social discussions especially about drugs and substance abuse to teenagers and kids around Kawazva primary community.

A number of fellows especially those under the Late girls thrive in all districts are training their students and community members entrepreneurial skills on the production of detergents and toilet cleaners for domestic and commercial use

Nqobani Masina has formed a financial assisting group for men in All Souls community in Mutoko.

Blessing Kapanga at Kaunye secondary school is assisting Girls at her school who live at a distance from the school. She is also assisting with entrepreneurship skills

Rumbidzai Nyachoto at Mudzonga primary has been motivated by the launching of the ZELP to continue with providing parental education on child development and working with the

pupils' parents and guardians for overall impact. Moreover, she is educating women and girls in the community about human and women's rights.

Annle Ncube attended the SADC summit and contributed to the formulation of the policy brief that was submitted to the SADC Heads of State.



Following her successful campaign against early marriages and child

pregnancies Annle was able to attract a number of stakeholders to advocate for the rights of the girl child. Her theme ‘**Leka Mwana Musimbi Azwidilile**’ has become the talk of the town in Lusulu and many parts of Binga. This earned her an invitation to attend sessions at the SADC Summit held in Harare in August 2024. She attended the **Southern Africa 4th Regional Dialogue for Non-State Actors’ sessions on “Strengthening Social Accountability in Public Resource Management for Sustained Economic Growth and Development”**.

ActionAid approached her to find out more about her work. They were convinced that the challenge existed and literature also revealed that it was not only in Binga but the rest of Africa. ActionAid acknowledge her efforts and realised that some of the early marriages and child pregnancies were caused by the climate change especially drought that has persistently affected SADC and the rest of Africa for over a decade. This was in line with their mission and they decided work with her and other youth from the SADC countries and Africa on a position paper on **Mitigating Protection Risks for Young Women in**

Southern Africa which was to be submitted to the SADC Heads of State.

In summary their submissions stated that,

‘Southern Africa is experiencing devastating effects of El Niño-induced droughts, prolonged by climate change. This policy brief explores the ripple effect of droughts on young women in Southern Africa. It highlights the fact that droughts, like any other crises, lead to increased and intersecting vulnerabilities of young women and girls. Droughts deepen the inequalities and injustices faced by young women and girls. They lead to food insecurity; increase the burden of unpaid care and domestic work for girls and young women as they face health and nutrition issues not only for themselves but for their families too; educational disruptions; heightened violence against women and girls (VAWG) including forced, early and child marriages; migration, and reduced access to public services. Drawing from lessons and experiences of young women in Southern Africa and beyond, the brief suggests policy and practice improvements to enact

change and prevent the violation of young women’s rights during such crises.”



Annle participated on one of the discussion panels where she chronicled and lamented the plight of the girl child in Binga. She strongly beseeched all stakeholders to come together and uphold the rights of the girl child.

The gathering concurred that there was need to uphold the rights of the girl child and help the recover from the effects of the drought. They however noted a number of barriers to the recovery efforts for the girl child and some of them as note in the **Policy Brief** are summarized below.



Financial Exclusion: Women and girls are often excluded from ownership and control of land, property, capital, training, and decision-making power. Without land and property titles for collateral, women struggle to obtain loans and credit essential for recovery from drought impacts. Additionally, the lack of financial resources and technology limits their ability to adopt sustainable land management practices, which are vital for mitigating further climate damage and improving crop yields Part Five (Articles 16, 17, 18 and 19) on Productive Resources and Employment of the SADC Protocol on Gender and Development (2016) provides a comprehensive framework for financial inclusion of young women and women including compensation of unpaid care and domestic work for girls and women but countries are yet to fulfil this obligation.

Educational Disruption: The disruption of educational opportunities for girls and young women reduces their future economic prospects and increases their vulnerability to various forms of exploitation. Staying out of school increases the risks of girls and young

women to forced, early and child marriages. The SADC Protocol obligates member states to provide Equality in Education (Article 14) and Legal Rights for Girls and Boys (Article 11). However, SADC countries remain deeply patriarchal, and families tend to prioritise boys' over girls' education. Without education, young women are less equipped to advocate for their rights and protect themselves from abuse and exploitation.

Gender Based Violence: Crises like droughts increase the vulnerability of young women and girls to intersecting forms of violence against women and girls. Scarcity of resources often heighten tensions within households and communities, resulting in a surge in different forms of violence and abuse. People with responsibility to protect girls and young women, can turn out to be perpetrators of their abuse.

Health and Nutrition: The stress and anxiety associated with food insecurity and economic hardship can adversely affect the mental health of young women, contributing to a range of psychological issues such as anxiety,

stress, trauma, depression and other mental health conditions. This can be worse in women and girls as they have disproportionate responsibility for unpaid care and domestic work in the household and often bear the burden of caring for the wider household's nutrition and wellbeing.

Migration and Displacement: Drought-induced migration and displacement further exacerbate protection risks. As families are forced to relocate in search of better living conditions, young women face the breakdown of community structures and support systems that previously offered some level of protection. Displacement often leaves young women more vulnerable to exploitation and abuse in unfamiliar and insecure environments.

Access to Services: Access to essential services, such as healthcare and water, is severely compromised during droughts. Strained healthcare systems may limit access to reproductive health services, making it difficult for young women to



receive necessary care. Water scarcity impacts hygiene practices and increases the risk of waterborne diseases, disproportionately affecting young women who are typically responsible for fetching water. These challenges compound the health risks and overall vulnerability of young women in drought-affected areas.

The policy brief acknowledges the existence of relevant policies. However, it says, “Although there are existing policy and practice gaps concerning protection risks for young women during droughts and other climate-related disasters, there are significant opportunities to address these issues more effectively.” Some of their recommendations include the following,

“Guarantee the rights of women and girls through gender-sensitive laws and provisions developed in consultation with young women, ensuring implementation and monitoring.

- Enact laws and policies to end all types of violence against women and to recognize, reduce and compensate

unpaid care and domestic work for young women and girls.

- To avoid child marriages, trafficking and sex for survival, reduce educational disruptions for girls and young women by budgeting for and funding girls’ and young women’s education in times of crises.

- Promote vocational training and follow up support, develop and fund livelihood programmes, and ensure social protection benefits that **include and target young women** to improve long term resilience and reduce economic vulnerability that leads to further vulnerability.

- Ensure young women have access to health, legal, and psychosocial support services that are adequate to their specific needs and particularities, accounting for intersectional factors like age, race, disability, among others.

- Conduct community awareness campaigns to address gender norms and practices that increase protection risks.

- Support and resource young women led community-based protection

programmes to support them to take leadership of their own protection and solutions”

Chivi District prioritized for the Presidential Chicken Programme Intervention thanks to research findings by Blessing Choba

Blessing Choba through his community engagement activities managed to meet up with the Honourable Member of Parliament for the constituency. The Honourable Member of Parliament was worried about how best to address the challenges faced by the electorate in his constituency. Blessing offered to conduct research so that they could be sure of the problems bedevilling the constituency and the possible solutions to the challenges.

The research findings indicated that the drought has resulted in some of the people within the district losing their source of income and livelihood which is normally agriculturally based and dependent on rain water in the districts. The Honorable Member of Parliament took the finding and went to seek possible solutions.

There was a Presidential Chicken Project Intervention in the country. The Honorable Member of Parliament requested Blessing to conduct a feasibility study for the chicken project intervention in the district.



He conducted it and proved to be viable. From the recommendations the honourable went on to request the prioritization of the district in receiving the intervention. A number of people that include, Widows, Orphans, Schools, Sex workers, old people, and the Disabled have received the chicken they are laying eggs and people are selling the eggs and people have a source of livelihood now. They are now able to support their children's education by paying school

fees and buying uniforms and books. Blessing himself has also benefitted from the programme. He also received a bath of the chickens for his own school. He is managing both projects and the chicken have since started laying eggs they are selling and getting income.



Recently and after realizing the success of the chicken project Blessing Choba started to conduct a feasibility study goat rearing. He said,

“Since March I have started another research on goat farming suitable with Chivi North environment. I bought our normal goat but with a record of reproducing twins and triplets. It gave birth to twin female goats in April then in July I cross breed it with a Boer goat so I m waiting for the results. A cross

breed is more resistant to diseases and can adapt to any environment easily. I realize that goat only drink 2 litres of water a day so it a good project in Chivi since there is water problem. It can feed on fallen dry tree leaves if there is no grass and thorny shrubs during dry season.”

He has since shared the idea with the honourable member of parliament. the honourable member of parliament is curiously waiting for the results of blessings study in order to scale the interventions for the challenges people are facing in Chivi district.

Partnerships

TFZ fellow are working hard in their communities and it is imperative for them to create partnerships as a practice of growing their personal leadership. The fellows have formed a number of local partnerships during the first and second term and some of them are listed below.

- Campion Mutakwa partnered with Better Life



TFZ SECOND TERM NEWSLETTER | 2024



Foundation tp campaign on early child marriages

- Audrey Kamanga and Blessing Kapanga partnered with Mhuriimwe Aids Challenging Team (MACT) to guide, counsel and assist vulnerable Children in her community
- Lloyd Njaya has partnered with Ministry of Health HIV and Aids campaign to encourage his school learners in getting tested at a local clinic. He also partnered with the school head and other teachers in installing more water taps at the school to improve greening school projects.
- Philip Mugambiwa partnered with the sister-to-sister local coordinator to teach the girl learners on menstrual hygiene
- Ellen Kwembeya has partnered Ms. Tamirepi to start making dishwashing liquid and foam bath for resale and they are planning to register a company together.
- Moses has partnered with Red Cross is going on well.

- Listen is in partnership with the Shamwari yemwanasikana and CAMFED
- Chikonde partnered a neighboring farmer to establish a more effective water reticulation system at own plot.
- Moreblessing Makuku partnered with a health committee member teacher to prepare detergents for the school.
- Ndevo has formed a Mopane project with other community members. a new programme called revolving fund is being initiated where members contribute each month and borrow their contributions for an interest charge
- Donta in partnership with a CAMFED member who is also advocating for girls education , We managed to select 29 learners who benefited from CAMFED. The learners were given stationery and sanitary wear.

- Gladys is working with the Tes Des Homes towards nutrition for children including women, she also Partnered with Fact Zimbabwe to support vulnerable 3 selected vulnerable at our school
- Luke managed to engage Higher Life foundation representatives and discussed how best we can help students
- Andrew has partnered with Zimbabwe Environmental Laws Association (ZELA) as one of the patrons from Binga High School. Their mandate is to ensure the environment is well He is working very closely with eMA in building a gazebo using mirinda and pepsi containers. Again, he has also partnered with Emergination Africa, facilitating business proposals with eight learners who have been working tirelessly in coming up with prototypes to solve community challenges. Proposals were

submitted on the 19th of July 2024 for selection.

- Tanatswa connected with Climate Education Champions and connected with Gonarezhou staff during the quiz competitions She has also connected with fellows across the globe, who are advocating for climate justice.

- Sibongile partnered with the African Wildlife Conservation Fund and the quiz, poetry and drama competitions were held at our school. On this function the fellow managed to raise the flag of TFZ and also showed a table with the products they are making

Amon Forichi has partnered with Econet- Higher Life Foundation. The fellow is the mentor of the selected learners at Alpha Mpapa High. The fellow has identified orphans at Alpha Mpapa High School to receive educational donor funding from Econet: Higher Life Foundation

Stanning Stakeholder Engagement by Annle



Annle Ncube TFZ third cohort fellow has exhibited amazing stakeholder engagement skills on her campaign against early marriages and drug abuse in Lusulu. Stakeholders' engagement one of the key performance indicators for the fellowship. The fellows are expected to grow their own partnership development skills by practising stakeholders' engagement and management during their fellowship programme. Should they perfect the skill it is assumed that the fellows will be able to '**collaborate with local and global stakeholders**' an element major emphasis in in TFZ fellow vision. Collective leadership for education requires leaders who are engaging.

- The campaign on the 17 May 2024 at Lusulu High School provided a platform for Annle to

show how much she has developed towards the deliverable. It was attended by a multitude of stakeholders who included students, teachers, parents, community leaders, local government leaders, education leaders and business organisations. Annle was able to engage and convince other fellows Lesley Ncube, Muchimba Musante and Assyria Mudenda who are from close by schools to support her.

- The campaign was as a result of Annle's observation and subsequent concern on the prevalence of early marriages and drug abuse among youths and the young in the community. The school is under Binga south constituency with an enrolment of close to 600 learners and more than half constituting female learners.

- Her initiative was supported by a number of stakeholders who saw it as an opportunity to address these societal vices. Key among them was his Royal

Highness Chief Sinamagonde who was the Guest of Honour for the event.



- The district coach Mr Siatimbula began by highlighting the significance of the gathering as well as outlining the role of Teach for Zimbabwe and its various endeavours in nurturing future leadership. It was against this background that faced with a threat of early marriage and drug abuse to young future leaders it was naturally befitting that we come aboard to amplify the national cry against this vice. The coach further clarified that TFZ as a concerned partner was in no way undermining the various efforts already in place in the community and nationally on the fight against drug abuse and early marriage but was merely adding their voice of concern too.

Having introduced all stakeholders, Annle Ncube was also given an opportunity to spell out the campaign objectives.

- According to Annle, the Chief was so elated by the campaign that from the day he was informed he remained open to offer advice and assistance. The Chief assisted in coordinating with ZPCS officials in tent pitching and further donated a goat for the function. Another stakeholder present for the event was Doves funeral services who donated two cases of water and four litres mazoe.



- It was all fun fare as the marching procession began with the police vehicle taking lead escort while the Doves marketing team vehicle

anchored the procession from behind. The procession moved from school to the shopping centre and then came back to the school where stakeholders gave messages of awareness. The Officer in Charge ZRP Mr Kazingi was very elated about the occasion as he had to travel for 120km to attend the event.



- He spoke strongly against all forms of abuse and advised the girl child to treasure their bodies and not to let anyone defile them under whatever circumstances. Boys were too not spared on the effects of drug abuse which has become rampant. Addressing the same gathering Siamwebo. L, the Zimbabwe Prisons and Correctional Services officer said that by taking drugs the youths are actually imprisoning their lives. He reiterated that the law is not kind to a

generation that wants to destroy its future through drugs and early marriages.

- Mr Siamwamwata R the officer from the ministry of sports and recreation further emphasised the significance of sport in keeping fit and occupying youths so that they are not found wanting. All other stakeholders that spoke echoed the same sentiments and implored upon the young people to be responsible and futuristic. They were conscientised that they are the future of this nation and everything hinges on their behaviour today. The Zimbabwe Electoral Commission District Elections Officer Mr Macherera T, also further highlighted that the nation is worried that if the future voters are overtaken by drugs, they risk missing out on opportunities to exercise their constitutional right. He said according to ZEC every one above eighteen must strive to be a registered voter.

- Chief Sinamagonde, born Amos Munsaka who was the Guest speaker implored the youths to value education and concentrate on

their school work. Good behaviour, respect for elders and hard work were some of the attributes that the Chief spoke so strongly about. He advised the youths to value education so that they can be of service to the nation in the various ministries. “We cannot lose the educated through brain drain and again lose our future hope through drug abuse and early marriages. This culture must stop forth with in Lusulu”, he said to the loud applause of the audience.



After the speeches learners and the community went on to play games. There were eight football teams and four netball teams. The crowd enjoyed watching the games and were kept on their feet. From the games played, Binga Football Academy emerged winners for soccer while Lusulu High was the winner in netball.

- What was most amazing was how Annle managed to bring all these stakeholders together. She engaged them single-handedly and was able to conduct a high-level campaign to prevent early marriages and drug abuse to avert school dropouts among the learners at Lusulu high and surrounding schools.

Leadership development

TFZ 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 study monitoring and evaluation. During the second term, fellows were provided with Team Building, Creativity, Company registration

procedures, Inclusive Education. The training and support team continues to provide guidance on relevant courses and topics for the fellows. Some of the outstanding leadership development stories are listed below.

Three TFZ fellows from Binga appointed Substantive Deputy School Heads

2024 has been a year of great testimony for the leadership fellowship. Three of our third cohort fellows in their second



year have been appointed substantive school heads.

Andy Macdonald Nachengwe who was placed at Mabula primary Glodian Dona Munenge and Fortunate Nyika who were placed at Manjolo Spring primary were appointed Substantive Deputy School heads. The three have been so innovative and creative in their work from the start of the fellowship.



Glodian was under the Let Girls Thrive programme. Before the programme even started, she had already sought relevant skills and knowledge to help the girl child. Glodian attended the workshop on pad making at her own initiative and cost. She has been quite instrumental in advocating for the girl children's rights at school and the Manjolo community. Her impressive

work put him on the spotlight and was easily identified and seconded for the post.

Macdonald and Fortunate joined education advocacy under the under the Kuyenda collective and were very active amplifying the voices of the youth on education matters. Their work was outstanding in their communities of placement.



Fortunate organized a massive campaign against drug and substance abuse. She gathered all stakeholders and implored them to desist from distributing drugs to the school children. She urged the learners to stop taking drugs and substances.

She attended and education youth advocacy in Zambia.

Fortunate was invited by the Zambian organisation to facilitate at their two weeks training on SDGs after noticing her innovativeness.



Fortunate was also very active in Climate education implementing activities to adapt and mitigate against climate change at her school and community.

Their activities were quite exceptional. They were noticed and helped improve the provision of equitable inclusive education in their schools and communities. Their appointment was

evidence to their exceptional leadership growth.

Ellen Kwembeya participated in the Amnesty International Training

The intensive four-day training, which took place from May 29 to June 1, 2024 in the Vumba mountains, brought together youth activists from across Zimbabwe to build skills in human rights advocacy, community mobilization, and inclusive leadership.

Activists Circles training equipped her with invaluable tools and strategies to amplify student voices and help them become confident and effective human rights defenders.



Throughout the program, participants engaged in workshops on different

topics and they had the opportunity to learn from experienced Amnesty International organizers and connect with a network of fellow youth activists.

A key focus of the training was equipping participants to lead "Activists Circles" - student-led human rights clubs that provide a structured space for young people to learn about critical issues, develop leadership abilities, and take collective action.

Since returning from the training, Ellen is working with her schools, Environmental and Health club as well as the Accountability and Integrity club's students, empowering them to become more informed and engaged citizens.

Vongai Mhoka successfully completed training through the "Teach4SDGS and Africa SDGS Mentorship Program"



One of the TFZ fellows, Vongai Mhoka has successfully completed training through the "Teach4SDGS and Africa SDGS Mentorship Program."

Vongai Mhoka, a first-year Teach For Zimbabwe fellow placed at Kawazva Primary School in Mutoko, was selected to participate in the intensive 3-month training program focused on integrating the United Nations Sustainable Development Goals (SDGs) into classroom teaching and school community engagement.

The "Teach4SDGS Africa SDGS Mentorship Program" provides hands-on training and mentorship to teachers

and school leaders across Africa to help them develop strategies for addressing the 17 SDGs including, quality education, gender equality, clean water and sanitation, and climate action - through their work.

The programme covers the 17 SDGs and their targets, as well as relevant topics such as Education for Sustainable Development (ESD), Climate Change, Environmental Sustainability, Green Economy, Circular Economy and Sustainable Waste Management, Project Management, Technology and Innovation for Educators.

"The training has been an incredible opportunity to deepen my understanding of the SDGs and explore concrete ways I can integrate them into my teaching and broader work with the school community," said Mhoka. "I'm excited to apply what I've learned to create more engaging and impactful lessons and initiatives that help my students develop into the next generation of SDG leaders."

During the program, Mhoka and other participants engaged in workshops on

SDG-aligned lesson planning, community mapping and needs assessments, and collaborative project design. They also received one-on-one coaching from experienced SDG education experts who provided guidance on overcoming challenges and measuring progress.

As Teach For Zimbabwe, Vongai is exactly the type of passionate, solutions-oriented leader we need to drive progress on the SDGs and we are thrilled she had this opportunity to build her skills and are confident she will make a meaningful impact in her school and community.

Mhoka will work closely with the Teach For Zimbabwe team and her school to develop and implement new projects and initiatives aimed at empowering students to be active contributors to the country's sustainable development.

Coach Mutauto participated in facilitating the Zimbabwe Early Policy (ZELP)

In a significant step forward for early childhood education in Zimbabwe, Teach For Zimbabwe recently played a key role in the launch of Zimbabwe Early Learning Policy in Mutoko.

One of the organization's coaches facilitated a workshop for cluster representatives, who then cascaded the policy information down to their respective clusters. This collaborative, train-the-trainer approach ensures the policy details and implementation strategies reach educators across the region



The Mutoko launch event was just one part of Teach For Zimbabwe's multifaceted involvement in the early learning policy implementation. The organization is also preparing to launch "Foundation For Learning" program, which will further complement the government's policy initiatives.

The Zimbabwe Early Learning Policy was developed to provide a comprehensive framework for early childhood education and care in the country. It aims to improve access, quality, and equity in pre-primary and early primary education.

The workshop focused on disseminating the key details of the Zimbabwe Early Learning Policy, including its objectives, implementation strategies, and expected outcomes. The Zimbabwe Early Learning Policy aims to improve access, quality, and equity in pre-primary and foundational education.

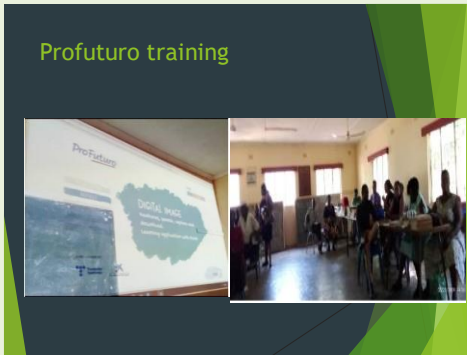
Teach For Zimbabwe's collaborative role in the policy launch underscores the organization's pivotal position as a key education stakeholder and partner in the country. The organization is committed

to supporting the implementation of educational initiatives at the grassroots level and ultimately contributing to the betterment of early childhood education in Zimbabwe.

Programs

ProFuturo training

ProFuturo came at the opportune time to cover a gap that existed among the teachers, the fellows and the even the staff at TFZ. ProFuturo offered three courses that included Digital images, interactive images and Digital Teachers: Browsing and Information Management. As our education system is developing due to the involvement of the 21st century tools, equipping educators with digital skills is a paramount move. Teach For Zimbabwe trained all its fellows through the ProFuturo Digital platform and through its partnership with ProFuturo, selected fellows conducted training in the different districts.



More than 2150 teachers were trained from February to June 2024. Some of them took all the courses some preferred to take just one relevant to the subject they taught. Fellows like Patricia Mate and Victoria Chishiri were outstanding as they trained 75 and 50 teachers respectively.

Climate Education

Teach For Zimbabwe's Climate Education leadership (CEL) program is currently implemented by more than fifteen schools in in the four districts. Almost all the fellows are practicing the climate education leadership focusing on green learning, green communities, green schools and green readiness. Fellows in Binga funded by UNDP have gone a step further to introduce poultry and other activities as part of



mitigating and adapting to climate change. Some of the outstanding stories are listed below.

Beautrice Hllokela attends the COP 29 Preparatory camp in Azerbaijan



Beautrice is a fourth cohort fellow placed at Buffalo range secondary school in

January 2024. She is passionate about climate education and upon her arrival. at Buffalo Range She formed Earth warrior's club. With Beautrice led her club in creating awareness for climate education in the community. She is also a parttime radio presenter who has been championing climate education and environmental issues for the past two years at Auxeni community ration station. She took learners from her club to the radio studio to talk about climate education. This created support from the community for their activities in school and the whole community. They are managing the school nutrition garden, greening the school and community and reusing and reducing waste. When the call for nominations for the cop 20 preparatory came were called for her profile was shortlisted together with many other fellows who had indicated interest. The names were submitted and her profile impressed and she was selected.

Beautrice embarked on a life-changing journey with 74 other young fellows at the COP 29 Summer Climate Change Camp, held at ADA University in Baku, Azerbaijan, from August 6th to 9th, 2024. This week-long adventure

brought together young teachers, comprising 54 international educators and 21 from Azerbaijan, equipping them with the knowledge and skills to educate the next generation about climate change.

The camp was organized in collaboration with the Ministry of Ecology and Natural Resources, Ministry of Youth and Sports of Azerbaijan, UNDP Azerbaijan, UNFCCC, UNICEF Azerbaijan, ADA University, NAMYO, UNESCO, IRENA, FEE, OCE, UNESCO Institute for Lifelong Learning, and Teach For All.

She had an opportunity to meet with Dr. Fariz Ismayilzade, Vice-Rector of ADA University, who moderated the opening ceremony, which was attended by esteemed guests, including COP29 President-Designate and Minister of Ecology and Natural Resources, Mr. Mukhtar Babayev, COP29 Lead Negotiator, Mr. Yalchin Rafiyev, and COP29 High-Level Climate Champion,



Ms. Nigar Arpadarai. The ceremony also featured a video message from UNFCCC Executive Secretary, Mr. Simon Stiell.

The Camp conducted interactive workshops, engaging lectures, and hands-on activities about climate awareness. The youth shared ideas, experiences, and passion for creating a sustainable future. By sharing their own stories during the discussions, the participants sparked new ideas and insights

Beautrice said, “One of the highlights was a session on ‘Greening Schools’ led by experts from UNESCO and how each subject can each subject integrate with climate change. Be it Mathematics, Biology or English. We learned about simple yet effective ways to reduce our schools' carbon footprint, from recycling programs to renewable energy solutions working with other teachers, learners and community at large. Furthermore, the participants were encouraged to tackle the challenges within their communities by developing eco-friendly solutions, such as recycling, reusing, and the use of biofuels. The camp's venue, ADA University, was a perfect blend of modern architecture and lush greenery, reflecting the harmony we sought to create between human activity

and the environment. The participants were not just representatives of their countries but also ambassadors of a global movement.

The COP29 Climate Change Summer Camp was a catalyst for change because the participants now have virtual communities where they share ideas. Beautrice is set to fly to the COP29 main event to be held in November 2024.

Combining Gender, Peace and Climate at Bwanya

Change Gwangwava Kingdom is a TFZ fourth cohort fellow placed at Bwanya Secondary School, Chivi District.

Kingdom Gwangwava champions in Gender, Peace and Climate change. He has introduced the Sustainable Development Goals (S.D. Gs) to his

learners. Following the Introduction of Sustainable Development Goals(S.D.Gs) to learners. They formed a Club - **Peace, Gender and Climate Club- Network** (PGCN) voted for their Leadership Committee. There have been various meetings for planning impactful initiatives in the community. The first and foremost part discussed was advocacy, awareness campaigns and learning hubs. There have been lessons-



taught on the justification for climate change, gender and peace consensus.

In addition to that, the club is working hard on beautifying nature through planting flowers and trees, and also being at the fore front of making sure the environment is clean, during clean up campaigns.

From pollution control to pollution prevention in Chivi district to mitigate climate change: Maraire



Wyne Maraire is a fourth cohort fellow who started fellowship in January 2024 and placed at Nyaningwe secondary school. she has resided in the community for a long time and has found this opportunity to help her community understand waste management and environmental issues and the effects of their activity’s climate change.

Wyne said the waste management situation at Chivi Growth Point was characterised by high volumes of mixed waste. The waste includes household trash, food waste, packaging waste, glass bottles, food waste, animal manure, paper and cardboard, industrial waste and metal cans. There is inadequate waste management infrastructure and the

most common disposal method is open dumping. Community members are ignorant of waste management and protecting the environment. Waste collection services are irregular and unreliable at Chivi Growth Point.

“As a way to solve the problem, I collaborated with different stakeholders which include the Environmental Management Agency, the Chief, the community and the business owners.

The community was educated on waste management and penalties for non-compliance waste management policies and laws were imposed. My efforts to solve the problem resulted in reduced litter disposal, odours, improving the quality of life.

Education and awareness programmes encouraged community involvement in waste management and pollution prevention. Effective waste management contributed to sustainable development, the establishment of waste sorting centres in the Growth Point and a healthier environment for future generations.”

She attended public gatherings such as agricultural shows and community meetings addressing the people on climate change and ways of adapting and mitigating its effects.



As a result of her efforts and collaboration with different stakeholders the district has shifted from pollution control to pollution prevention, eliminating waste at the source of generation. Adequate waste sorting containers and bins were provided at the growth point. The frequency and reliability of waste collection services improved.



The district availed dumpsite at Chivi Growth Point and work has already started prepare the site for use. Wyne has gathered a group of women in the community to start waste recycling

activities in the district.



The group of women which calls itself **‘Recycle Today For a Better Tomorrow Group** has since started collecting and separating waste. They have since engaged recycling companies to sell the gathered waste. One of the potential buyers of the waste materials that the group is gathering has pledged to donate a shredder to the group. This will help the group to break the waste into smaller particles. This will help keep the environment clean and provide the ladies with a source of income.

Let Girls Thrive

Let Girls Thrive fellows are working hard to create an enabling environment for girls to thrive by implementing various strategies to address issues like child abuse and child marriage that

hinder their education. At St Arnold, the club is working with the support of Queen Nyachoto to fight early child marriages.



Fellow Nyambare, Mrs Nyachoto and Johane Marange ladies loam making and pad making progressing.

In addition; the fellows are teaching about the importance of girls' health and well-being. They are supporting initiatives that provide girls with access to essential healthcare services, including reproductive health education and services, nutrition programs, and mental health support. The fellows are currently running sanitary wear sewing with their clubs and offering sexual reproduction health lessons

Furthermore, Let Girls Thrive fellows are recognizing the significance of economic

empowerment by promoting initiatives that equip girls with vocational training, entrepreneurship skills, and access to financial resources. Fellows are training their students on detergent making, yoghurt making and drink making

Six Schools received roadrunner chicks under the Let Girls Thrive programme



TFZ "Let Girls Thrive" (LGT) recently donated roadrunner chicks to 6 schools in Mutoko and Chiredzi, in support of the girls' clubs. The initiative aims to empower girls through sustainable income-generating projects.

The "Let Girls Thrive" programme was launched by TFZ to address the

challenges faced by girls in accessing quality education and opportunities for personal and economic growth. As part of this initiative, the organization identified girls' clubs as a platform to provide mentorship, skills training, and income-generating activities.

In July 2024, TFZ donated roadrunner chicks to Rukau Secondary School, Tabudirira Secondary School, and Kaunye Secondary School, Dumisani secondary School, Mufakose high School and Citrus primary School. The chicks were distributed to the respective girls' clubs, who will be responsible for rearing and managing the livestock.

The roadrunner chicks will provide the girls' clubs with a sustainable source of income through the sale of eggs and mature birds. The girls will be trained in poultry management, including feeding, housing, and disease prevention, to ensure the success of the project.

The income generated from the chick-rearing initiative will be used to support the girls' clubs' activities.

The project also aims to instill a sense of entrepreneurship and financial independence in the participating girls, empowering them to become active contributors to their families and communities.

The roadrunner chick donation is a significant step towards empowering girls. By providing the girls' clubs with a sustainable income-generating project, TFZ is creating opportunities for education, personal development, and economic growth. The organization will continue to monitor the progress of the project and explore ways to expand the initiative to more schools in the region.

Designing training through inclusive needs assessment. Blessing Kapanga



Blessing Kapanga is a third cohort fellow placed at Kaunye Secondary school. She has been providing training on detergents making to the learners and members of the community since December 2023. She has realised that some of the products she was teaching people would not be produced after the training.

She decided to include the learners in assessing what skill and knowledge they would need to be trained in. she said, ‘This term, I have thought of conducting refresher sessions on detergents making with Climate Change Educators Club members, Girl Guides Club and all interested school kids. A number of learners were mobilized by

club coordinators and they selected products which they failed to understand better during the first training in the previous term. The detergents Chosen were bubble bath and dilute to taste drink and new products chosen were is pine gel and Blair toilet dip.’



The session was successful through partnership of Climate Change Educators Club, Girl Guides Club and Health department teachers. 47 learners attended the session. Through the impact of this session parents in the community also willing to get detergents training. The learners were so excited with the training and they are making some of the products. The parents of the learners have also taken

interest in the work and have started financing the learners in producing the products. They are selling some of them and use the money for their school needs.

The Comfort 4 Teens 101 Initiative to Fight Menstrual Poverty: Viola Mutambudzi

Viola Flo-jo Mutambudzi is a TFZ fourth cohort fellow who is passionate about advocating for the girl child and being voice for the voiceless. She is a let Girls Thrive fellow placed at Tsigia Primary School and has formed a learners’ club and called it Let Girls Thrive. This club was started with the intention of teaching young girls about their rights and young boys about the respect and worth that girls should have in society. Additionally, it aimed to highlight how easily a girl kid can be influenced by any change, be it a violation of her human rights

or being forced into marriage for financial or nutritional gain.

The club is running a reusable pad making project, which started when students started missing school during their designated time because they lacked the amenities to make themselves comfortable during class. They would decide to skip school until they were done. Even with the girls receiving reusable pads, some remained missing because there aren't enough facilities available.

Flo jo has introduced another innovation 'The Comfort 4 Teens 101



initiative'. This was formed as a result of extensive research on the reasons for absence. This study was born out of a desire to learn more about the act of assisting girls in rural regions to address

their menstrual-related absenteeism and get it completely eliminated.



The Comfort 4 Teens 101 initiative 'consist of a tiny bag with one tight, two pants, and six reusable pads. This pack is given to all the girls in the club and we are selling the excess for the sustainability of the project. The initiative ensures that the girl child has access to sufficient supplies for the moment.

From pads to pants, the girl kid is being taught how to design, cut, and sew. These girls have some very impressive entrepreneurial abilities, and they're even taking those talents home with them, which helps the community stay involved because the girls are receiving education from us during these club sessions.

Malilangwe

Students as leaders adopted for conservation education by Patience



Patience is putting into practice TACL lens of students as leaders by allowing students to lead in agriculture lessons and activities. The approach which was adopted as a way of motivating the learners to like education has create amazing impact among the learners and the Chilonga community in Chiredzi. The learners around the community were not interested in learning as the majority of their brothers and sisters had dropped out of school and skipped the boarder to south Africa and seem to be leading better lives than those who continued with school. When she arrived at the

school patience said the learner were



not even interested in school. They took it as a growing ground while awaiting to skip the boarder to south Africa. She started introducing many strategies to motivate the learners to like education. She introduced the learning ad play strategy. It attracted quite a number of learners as they were interested in the play part of the lessons. Eventually she introduced students' leadership by providing them several options to choose and allow them to lead in the sessions. In her agriculture subjects there are a number of areas for teaching. She has allowed her learners to choose sections they are comfortable to lead. Some chose to lead in the maintenance of the orchard, some chose to maintain the school flower beds, some

chose to look after the pigs and some chose to maintain the vegetable garden. Patience adopted the idea of students as leaders from the Teaching As A Collective approach. She supported her learners and gave them the room to practice their leaders in their areas of choice. There were quite amazing outcomes especially from the vegetable garden. The learners got out of their way and started learning and doing with high levels of passion.

Patience said “Bongani a grade 3b student demonstrated good leadership skills and much interest in Agriculture both theory and practical lessons since I started teaching them. Hehe led the other students in weeding the vegetable. His



intelligence has been noticed since last term when introduced the new strategy.

Students like him keeps me going during classroom and agriculture lessons”

Through Bongani’s great leadership a number of other learners have now developed interest in studying agriculture.

The garden has produced very high yields of vegetables. The learners began to collaborate with each other and grew more vegetables in the garden. They brought chicken manure in small plastic packages to fertilize the vegetables.



The vegetables grew big and healthy and the learners have agreed to harvest small bundles of vegetables and carry them home to their parents. They plan to sell. Some of the vegetables to the teachers and other community members.

DHL Go Teach

DHL Donates 28 computers to Kowo primary



On May 10 2024 the global logistics company DHL partnered with Teach For Zimbabwe to donate 28 desktop computers to Kowo Primary School in Mutoko.

The 28 desktop computers donated by DHL will allow students to develop crucial digital literacy skills and have opportunities to use technology for learning, research, and accessing educational resources.

Teach For Zimbabwe, which recruits and trains local graduates to teach in under-resourced rural schools, facilitated the partnership with DHL and

will provide ongoing support at Kowo Primary school.

Kowo Primary is located in a remote part of Mashonaland East province and serves a community of subsistence farmers. Prior to the donation, the school had a limited access to technology, with only a single outdated computer available for the entire student population of over 600 children.

DHL's country manager for Zimbabwe commented on the donation, highlighted that, access to technology is a critical component of quality education which equip the students with future-ready skills.

The DSI expressed gratitude for the partnership, saying: "This donation will be transformative for Kowo primary school". The school will integrate ICT into lessons and bring a positive impact to the students' learning outcomes.



Overall, this initiative by DHL and Teach For Zimbabwe represents an important investment in improving educational opportunities and digital literacy for underprivileged children in rural Zimbabwe.



The official handover of the computers was done at a special event attended by the local community, the District School's

Inspector and his inspectors and the Member of Parliament for Mutoko North Constituency

During the ceremony, Honorable. Dr. Eng. Caleb Makwiranzou applauded the partnership between DHL and Teach For Zimbabwe, highlighting how the computers would transform educational opportunities for the students of Kowo Primary.

DHL Donates Sanitary wear and stationery to Mukombwe primary



On June 14, 2024, representatives from DHL visited a Jairos Jiri Association Mukombwe primary school, to donate sanitary wear and provide education on sexual and reproductive health (SRH) to the female students.

The goal of the initiative was to support the students' access to menstrual hygiene products and improve their knowledge around SRH topics. The donation will help ensure the students have access to the necessary menstrual hygiene products, which is an ongoing challenge for many girls in Zimbabwe due to economic factors. The school administration was grateful for the donation.

Sexual and Reproductive Health Education

Following the donation, DHL facilitators led interactive sessions on various SRH topics for the female students. Among the topics were, Menstrual hygiene and management, and Puberty and bodily changes

The students engaged actively, asking questions and sharing their own experiences. Many expressed appreciations for the open discussion of these sensitive but important subjects. The school administration plans to integrate the SRH curriculum into their regular programming going forward.

Overall, this was a meaningful intervention that combined material support with knowledge-building. It has the potential to positively impact the health, education, and wellbeing of the participating students.

Conduction of a career fair at Mutoko Central High



On the 23rd of June 2024 Teach For Zimbabwe in partnership with the DHL and The Zimbabwe Medical Students Association (ZIMSA) conducted a career fair at Mutoko central High school.



The career fair was attended by 9 out of the 10 A-level schools in Mutoko district. The goal of the event was to provide career guidance and information to the students about various professional pathways and opportunities available to them after completing their secondary education.

The key highlights of the career fair include:

1. Participation: 9 out of the 10 A-level schools in Mutoko district attended the event, indicating strong interest and engagement from the local student community.
2. Exhibitors: The fair featured booths and presentations from DHL, TFZ, and ZIMSA, who were grouped into various professions such as

medicine, engineering, business, humanities and IT.

3. Student Engagement: The students actively participated in the fair, visiting the different exhibitor booths, attending presentations, and engaging in discussions to learn about the diverse career paths and educational opportunities available to them.
4. Career Guidance: The event provided invaluable career guidance and information to the students, helping them better understand the requirements, skills, and qualifications needed for different professions, as well as the application processes for further education and training. The DHL Human Resources department also offered CV writing and interview skills
5. Networking Opportunities: The fair facilitated networking between the students and the exhibitors, allowing the students to connect with potential mentors, internship providers, and future employers.

Overall, the career fair was a successful initiative that provided Mutoko district's

A-level students with comprehensive information and guidance to help them make informed decisions about their future career paths and educational pursuits.

Foundational Learning

Assessment visit

On June 25 and 26 2024, a representative of the Teach For All network organization Nangamso Mtsatse, who is the Head of Foundation Learning (FLN) program, visited Mutoko district to assess the teaching of literacy and numeracy.

On her program she visited Mudzonga primary, St Arnold primary and Jairos Jiri Association Mukombwe primary schools. The purpose of the visit was to evaluate the implementation of the FLN program and provide guidance to improve the delivery of foundational learning skills.



At each school, she observed literacy and numeracy lessons, reviewed teaching materials, and met with the principal and teaching staff.



The lessons observed showed that; teachers were using a variety of engaging instructional techniques, such as phonics activities, shared reading, and small group work; the quality and

availability of reading materials, especially culturally-relevant storybooks, was lacking in some classrooms; and teachers would benefit from more training and support in effective reading instruction methods.

Kuyenda Collective

During the period under review Kuyenda collective hosted and attended three transnational activities. A number of fellows and RYCs attended the activities and had chance to immerse themselves in transnational advocacy.

Kuyenda hosted an inclusive planning seminar in South Africa. Two fellows Literate and Rodrick attended in the company of one alumni, Blessed Ziso and one RYC Tichatonga. The four participated in planning for the next phase of the programme. They had a chance to mingle with other RYCs from

Tanzania, Malawi and Mozambique.



Kuyenda also attended a transnational meeting in Botswana on advancing equitable access to health and education. One fellow Ellen attended in the company of one alumni Chengeto and one RYC Dzimiri, they had a chance youth meet with other youth and learn.



Kuyenda also attended the Southern African Youth summit and participated in a number of side events. Some of the youth had a

chance to participate on discussion panels . they also had a chance to meet and share notes and ideas with other RYCs from Tanzania, Malawi and Mozambique



Six fellows Patience, Chisoyezyo, Blink, Andy, Privilege and Rodrick. They attended in the company of the RYCs that include Beauty Makaya, Maxwell Muskwe, Anoint Gumbutsa and Laiza Musara. It was a great experience for them as they got to meet youths from other countries who also participated at the event.

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

