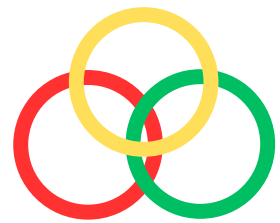


NEWSLETTER

www.teachforzimbabwe.org
+263 78 354 9990
49 Central Road, Hatfield, Harare



TEACHFORZIMBABWE
January–April 2025



First Term Newsletter

Dear Friends and Partners,

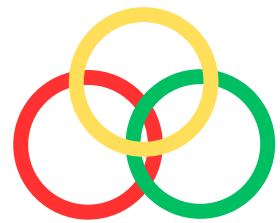
Compliments of the season, and a warm greeting to you all! As we step into a new chapter of 2025, we remain deeply grateful for your unwavering support and commitment throughout the journey.

This first term newsletter brings you a rich compilation of stories, highlights, and reflections from across Harare, Chitungwiza, Binga, Chivi, and Chiredzi. From the classrooms to the communities, it offers a glimpse into the incredible work being carried out by our fellows and the powerful moments of impact that continue to shape our mission.

So, sit back, relax, and enjoy this special edition—one that celebrates the spirit of collaboration, resilience, and hope that defines everything we do at Teach For Zimbabwe.

With heartfelt appreciation,
Dr. Miriam Siwela
CEO, Teach For Zimbabwe

NEWSLETTER HARARE & CHITUNGWIZA



TEACHFORZIMBABWE
January–April 2025



First Term Newsletter

Greetings to you all,

Let me start by thanking you for taking the time to read this. Harare is a newly established district under Teach For Zimbabwe, and I am honoured to step into the role of coach for this exciting new chapter. While both the district and my position are new, I bring with me the insight, resilience, and deep commitment forged during my time as a fellow. I understand the joys and challenges of the fellowship journey firsthand—and it's from this foundation that I intend to build something strong and impactful in Harare.

This role isn't just about administration or coordination; it's about service. It's about holding space for fellows, listening deeply, showing up consistently, and ensuring no one feels alone in the work. We are building a community of educators, advocates, and change-makers who are dedicated to pursuing educational equity. I am excited to see what we will achieve together as we continue on this journey.

We thank God for taking us this far as we have come to the end of the first academic term of 2025. I hope we have all now settled in at our placement schools, found our footing, and are ready to take on the leadership journey towards educational equity. The year began with a lot of exciting things, and I would like to just unpack a few. We managed to secure some textbooks that were issued to our fellows to curb the high pupil-book ratios and are looking forward to getting feedback on how students are performing by the end of the second term. The term also saw the digitalization of our head office, the Chitungwiza Better Schools Program Zimbabwe (BSPZ), and some schools. Thanks to Starlink satellite internet services, our educators and students now have access to online educational resources through reliable, high-speed internet. I know you are all ears now, so let me allow you to delve into this edition and see the amazing activities that have transpired in our community.

Coach Wadzanayi Gorimani
Harare & Chitungwiza District

Urban Inequality: Bridging the Digital Divide in Harare and Chitungwiza



When people think of Harare, Zimbabwe's capital city, they often imagine a place of opportunity—a hub of development, access, and resources. But beneath the surface of urban life lies a truth that's often overlooked: barriers to education still run deep, even in the heart of the capital.

Wealth in Harare is not evenly distributed. Pockets of privilege exist alongside densely populated neighborhoods where poverty is an everyday reality. In these underserved communities—especially in areas like Chitungwiza, Harare's sprawling neighbor—many learners face challenges similar to those in rural regions: overcrowded classrooms, limited resources, and a crippling lack of access to the internet.

Teach For Zimbabwe (TFZ) has long championed the education of children in rural and marginalized communities across the country. But the organization also recognizes that need knows no postcode. Despite being urban, areas like Chitungwiza are often just as excluded from the digital world as remote villages.

That's why the recent donation of Starlink internet kits to two schools in Chitungwiza is so significant. Working alongside Chitungwiza's District Schools Inspector, Dr Kujeke, this initiative was possible.

For these schools, the arrival of high-speed, reliable internet isn't just a technical upgrade—it's a transformational shift. It means teachers can now access digital teaching tools, online resources, and global best practices. It means students can explore learning platforms, research topics for projects, and develop skills that will prepare them for a digital future.

Most importantly, it means these learners are no longer invisible. They are now part of the global conversation, equipped with tools to dream beyond their boundaries.

Accessibility is everything. And thanks to TFZ's efforts, these schools in Chitungwiza now have a real shot at bridging the digital divide—reminding us all that equity in education must include both rural and urban marginalized communities.

This isn't just about Wi-Fi. It's about recognition. Inclusion. Hope.

And it's only the beginning.



Classroom Impact

Our fellows are working hard in both the classroom and the community. They continue reporting for duty and are making enormous strides towards holistic education. Ellen Gava taught child awareness through media, videos, and pictures, and now 80 percent of her learners are aware of the different types of child abuse. Fortunate Sithole improved student attendance by conducting guidance and counselling classroom sessions on the importance of being disciplined and morally upright. Felistas Nyembe introduced word building in English and Shona, and now 80 percent of her learners are aware of phonic sounds and can identify letters.

Outside of the classroom, our fellows collaborate to ensure the well-being of the students is met so they can attend school while healthy. Marimo Sekai has a student with visual impairment, and with the school administration, they are working on getting a free optician assessment for the student. Ellen Gava helped mobilize resources for surgery for a student who had a fractured hip following an accident. The surgery was successful, and the learner is recovering. Nyembe referred a learner with clubbed feet to an organization for surgery, and the student traveled to Bulawayo for successful surgery, with the final surgery scheduled for May.



In addition to delivering pedagogically, our fellows are striking partnerships and collaborating to ensure they advocate and amplify their voices in educational spaces. In Warren Park, Stabisisiwe Zilala partnered with ZimParks to address the monkey issue in their area. Through her collaborative efforts, they are raising awareness about the situation among teachers, students, and the community.

Nyarai Chimhete started a STEM club at her school, then reached out to FAWEZI for donations of a mobile lab, gas tank, first aid kit, and fire extinguisher to enable students to conduct experiments. FAWEZI responded positively, and the school received the lab equipment. Laboratory access is now a reality for Epworth students. Leobar partnered with a church to train bead making and with PHOEBE, an NGO, to educate learners on drug abuse, depression, and children's rights in Mabvuku.

When I reflect on what the fellows are doing, I'm so tempted to label them as "super" humans because, while they prioritize education and their learners, they still make time for their own personal development, pursuing their passions through projects and activities. In addition to diligently performing their classroom duties, they take up extra responsibilities within the school environment, honing and refining their leadership skills. Patricia is the sports organizer at Ruvimbo Special School and had athletes participate in the Zimcare Trust athletic competitions. She is currently preparing learners for the dance therapy competitions to be held at Emerald Hill. In Mbare, Fortunate was nominated as the patron for the arts and culture club and is also the vice-sport director. Sithabisisiwe is a member of her school's disaster management team, Leobar has been appointed as the school research officer, and in Chitungwiza, Kudzai Tsaura has been acting as the librarian.



2025

Success can be defined in so many ways. In the smiles we bring as an organisation to the communities we touch through our work.





Patricia Madziya: Championing Educational Inclusivity and Diversity

According to a UNICEF report, an estimated 240 million children across the world live with disabilities. Disability remains one of the most significant barriers to education globally. Children with disabilities are often overlooked in policymaking and are among the most likely to be excluded from school. Yet, these children have dreams, ambitions, and the right to quality education that nurtures their potential.

In February, she began teaching learners practical skills like sweeping and washing their own plates. She encouraged parents to reinforce these lessons at home, turning them into real-life routines. Today, about 30% of her students can sweep independently—but Patricia remains committed, reserving every Tuesday for "sweeping skills day" to continue reinforcing the practice.

As the school's Sports Organizer and Head of the School Health Department, Patricia advocates for the holistic development of all her students. This term, learners took part in athletics during the ZimCare Trust Sports Day and are now gearing up for upcoming dance therapy competitions. She is relentless in her efforts to ensure that children with disabilities are not left behind, pushing for their inclusion and exposure across all areas of development.

Special education offers tailored learning for students with unique needs—such as learning disabilities or developmental challenges—ensuring that every child has the opportunity to learn and succeed in their own way. One of our committed fellow leaders, Patricia Madziya, understands and champions this approach.

For individuals with disabilities, routine daily tasks can be monumental challenges. It takes time, patience, and dedication to help someone with special needs reach a point where they can independently perform tasks like bathing, grooming, or cleaning up after meals. At Ruvimbo Special School, Patricia has made it her mission to empower students so that their disabilities do not hinder their ability to live full, independent lives.

Nyarai Chimhete: Unpacking STEM Careers

In Zimbabwe, Science, Technology, Engineering, and Mathematics (STEM) education is gaining momentum as a vital driver of economic growth, innovation, and solutions to complex challenges. STEM is essential for building a skilled workforce to support the country's industrialization and modernization. Initiatives like the Ministry of Higher and Tertiary Education's STEM training programs aim to equip teachers with the skills necessary to effectively teach science subjects. Additionally, the recently launched Heritage-Based Curriculum integrates STEM with Zimbabwe's unique environment, indigenous knowledge, and natural resources, offering students opportunities to develop critical thinking and problem-solving skills through a locally relevant approach to learning.



Despite these efforts, women remain significantly underrepresented in STEM fields. According to a UNESCO report, women make up just 35% of STEM graduates, a figure that has remained unchanged for the past decade. This gender gap is concerning, especially as STEM careers are the jobs of the future, crucial to innovation, social well-being, and sustainable development.

In Epworth, Nyarai Chimhete is actively working to bridge this gender imbalance. Recognizing the potential in her students, she launched a STEM Club at her school, aiming to expose her learners to STEM fields. The club, which started with only eight students in grades six and seven, has since grown to 34 members from grades four through seven. Remarkably, more than 70% of the club members are girls. These students are continuously exposed to STEM careers through guidance and counseling, workshops, guest speakers, and fairs.

Every Wednesday afternoon, the club members gather to discuss various STEM topics, from the importance of STEM subjects to how to prepare for a successful STEM career. At the recent Epworth Schools STEM fair, learners from the club showcased their own creations—a helicopter and a fan they had designed themselves.

To ensure her students could conduct hands-on experiments, Nyarai partnered with the Forum for African Women Educationalists Zimbabwe Chapter (FAWEZI) to request a mobile lab, gas tank, first aid kit, and fire extinguisher. FAWEZI responded positively, and in March 2025, the school received the mobile lab package. This collaboration has provided the students with the tools they need to run small experiments, making their STEM education more interactive and engaging.

Nyarai's efforts are a powerful reminder of the transformative power of education, mentorship, and collaborative partnerships in closing the gender gap in STEM. With the right tools, support, and encouragement, women and girls can break barriers, challenge stereotypes, and lead the way in scientific innovation. As the world increasingly adopts technologies such as drones, robotics, and artificial intelligence (AI), there is an urgent need to create authentic STEM education opportunities for young learners to engage with, learn from, and lead in these evolving fields.





Kudzai Tsaura: Transforming a Storeroom into a School Library

According to the World Bank, learning poverty—defined as the inability to read and understand a simple, age-appropriate text by age 10—affects nearly 90% of children in Africa. The 2024 UNESCO Global Education Monitoring Report adds that 251 million children worldwide remain out of school, and over 70% of 10-year-olds in low- and middle-income countries cannot read with understanding. Even for those in school, the quality of education is often alarmingly inadequate. As a result, Africa bears the highest illiteracy rate in the world.

Foundational literacy and numeracy—the basic ability to read, write, and perform simple mathematical tasks—are the bedrock of all learning. These skills foster critical thinking, problem-solving, and social-emotional development, helping children navigate the world with empathy and curiosity. With these staggering statistics, there is an urgent need to ensure learners develop strong foundational skills from an early age.

In 2023, the Department of Basic Education and UNICEF South Africa revealed that 43% of South African households had no books at all. Research shows that access to books in the home is directly linked to better reading scores among children. Unfortunately, children in low-income communities often lack this access, as well as one-on-one reading time—limiting their literacy development.

Libraries, therefore, are not just buildings filled with books; they are hubs of opportunity. They offer free access to knowledge, promote literacy, and foster a love for learning across communities. And for Kudzai Tsaura, an Early Childhood Development (ECD) teacher, this isn't just a belief—it's a mission.



Working in a low-income community, Kudzai saw first-hand the challenges her students faced when it came to accessing books. Her school had a building meant for a library, but it had long been reduced to a storeroom. When she proposed reviving the space, the administration supported the idea—but noted they could not afford to hire a librarian.

Driven by her passion for foundational literacy, Kudzai volunteered to serve as the school librarian every afternoon after finishing her teaching duties. “Knowing that books contain 50% more unique words than spoken conversations, television, or radio, I realized just how critical a library was for expanding my students’ vocabulary,” she shared.

With the support of the school administration, Kudzai organized a community drive for donations and renovations. Parents helped with refurbishing the room and building shelves. During the process, they discovered unopened boxes of donated books—some dating as far back as 2014—showing just how long these valuable resources had gone unused.

Each afternoon, Kudzai and a rotating team of volunteers sorted and shelved the books. Within two weeks, learners were stepping into a fully functioning library—many for the very first time. Teachers soon noticed a surge in engagement, with learners showing enthusiasm for reading, borrowing books, and spending time in the space.

The initiative sparked a renewed interest in reading, not just among learners but within the entire community. The library has become a lively gathering point—hosting literacy programs, events, and storytelling sessions. However, this positive momentum now faces new challenges.

The current library is too small to serve the school’s population of over 3,000 learners. Space limitations mean that not all learners can benefit from the library equally, and the lack of a full-time librarian threatens the sustainability of the initiative.

To unlock the full potential of the library as a lasting resource, additional space and staffing are urgently needed. But thanks to Kudzai’s vision and dedication, the foundation has already been laid—a foundation rooted in books, belief, and the power of community.



Rural Youth Take the Lead in Shaping Education Policy: Insights from the Kuyenda Collective Systems Participatory Workshop

Teach For Zimbabwe, in partnership with Kuyenda Collective, convened a powerful Systems Participatory Workshop that brought together 28 Rural Youth Collectives (RYCs) and key education stakeholders. The goal? To amplify rural youth voices through evidence-based advocacy and influence decision-making around the accessibility, quality, and inclusivity of education in Zimbabwe.

The workshop marked a major milestone in the project's ongoing mission to empower youth in rural areas to participate in local and global policy discussions. It focused on disseminating data collected by RYCs in Chiredzi, Binga, and Mutoko—data that exposed critical gaps in the education system, including textbook shortages, poor infrastructure for learners with special needs, and the neglect of rural schools.

Key Workshop Objectives:

- Share research findings from 22 rural schools.

- Push for increased education financing.

- Advocate for improved use of the Education Management Information System (EMIS).

- Foster dialogue on inclusivity, especially for learners with disabilities.

- Develop joint action plans with duty bearers.





Stakeholder Engagement:

The event featured robust participation from government officials (including the Ministry of Education), Parliament, CSOs like ECOZI, SAYWHAT, FACET, and ZENECDA, as well as grassroots groups like the Women Farming Syndicate. Officials acknowledged the validity of the findings but urged broader data representation across more districts. In response, TFZ and RYCs clarified that the research was limited to project areas due to implementation boundaries but agreed on the importance of expansion and collaboration for national coverage.

A notable recommendation was for ECOZI to coordinate similar studies across its member organizations to form a national report under the GPE Zimbabwe Synergy framework. The Ministry also raised critical points around youth exclusion from school budget processes and the need to revisit outdated policies like Statutory Instrument 87 of 1992.

Dr. Elisha Kujeke, District Schools Inspector for Chitungwiza, commended TFZ's efforts and highlighted the importance of data-driven education reform. He proposed potential collaborations in teacher training and expanding foundational literacy initiatives. Similarly, Mando Chiundaponde from the Public Service Accountability Monitor (PSAM) emphasized the need for greater governance and accountability in education policy.

The GEAR Alliance (SAYWHAT and FACET) stressed the intersection between health and education outcomes and extended an invitation to RYCs to use their media platforms for digital advocacy.

Key Takeaways:

RYC-led research is a vital tool for advocacy and policy engagement.

Stakeholders are open to expanding research to ensure broader representation.

There's a need for inclusive budget processes that involve youth.

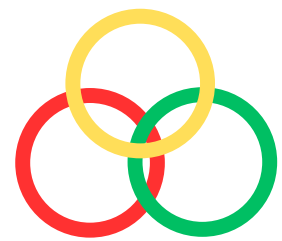
The EMIS system requires transparency and accessibility.

Future collaborations with CSOs and government departments are on the horizon.

Conclusion:

This workshop reaffirmed that when rural youth are given the tools and space to lead, they can drive meaningful conversations and solutions. It was not just a dissemination event, but a catalyst for partnerships, policy reform, and a reimagining of how rural voices can shape national education systems. Teach For Zimbabwe and the Kuyenda Collective are committed to scaling up this initiative, strengthening youth-led research, and expanding its impact across Zimbabwe.

NEWSLETTER: BINGA DISTRICT



TEACHFORZIMBABWE
January–April 2025



First Term Newsletter

The year 2025 has been a fruitful one for Binga District—especially for the 5th cohort, who, from their pre-institute days, have exuded ambition, passion, and a commitment to becoming innovative leaders. Like a moment before birth, there's been a shared anticipation—an alertness that has kept everyone awake and watchful, ready to witness the transformation unfold. The 5th cohort has demonstrated an unmatched dedication to Teach For Zimbabwe's vision of cultivating 21st-century changemakers.

This commitment has come alive through diverse activities spanning agriculture, sports, classroom innovation, and rich cultural explorations throughout the first school term.

But let's not overlook the 4th cohort—resilient torchbearers who continue to push forward, undeterred by the social and economic challenges that define our ever-changing world. One shining example is Mary Sobrinyo, whose steadfast dedication to her Let Girls Thrive club continues to inspire. Through entrepreneurship and climate change education, rooted in recycling and sustainability, she is shaping young minds to be conscious and empowered citizens.

The story is still unfolding. The book is open—flip through these pages and explore the bold initiatives of the Binga fellows, with Starlink connectivity leaving a lasting mark on their journey.

Coach Siatimbula
Binga District



Starlink Fever Hits Binga!

We are thrilled to share some truly exciting news from Binga District—eight schools have received Starlink kits! This isn't just a technological upgrade; it's a transformational shift in how education can be delivered and accessed in our rural communities.

For years, poor connectivity has stood as a stubborn barrier in Binga, limiting access to online resources, teacher development tools, digital learning platforms, and even the simple act of communicating with education partners. But with the arrival of Starlink—an advanced satellite internet system that works even in the most remote areas—those limitations are being dismantled, one signal at a time.

These kits are more than just equipment. They represent possibility. The internet is no longer a distant dream for these eight schools. With reliable, high-speed internet now accessible, the door has opened to virtual classrooms, online teacher training, educational videos, and even global collaboration. Students can now explore digital libraries, participate in interactive lessons, and dream bigger than ever before.

We cannot overstate how game-changing this is. The schools now equipped with Starlink can access the same information as learners in urban centers. The digital divide has narrowed. The playing field is being leveled.

To the eight beneficiary schools: we are watching with pride and anticipation. We know you will use this opportunity to innovate, inspire, and lead your communities forward. The world is literally at your fingertips—and we can't wait to see what you'll do with it.

Let this be the beginning of more inclusive, connected, and empowered learning across all of Binga District.

What a blessing! What a game changer!



Where There's No Road, There's Resolve: Kainos at Chinego

Chinego Secondary is a rural school annexed to Pashu High in Binga District. Located twenty-two kilometers off the Binga–Kamativi main road, the school is tucked deep into the heart of the community, where transport is a constant challenge. Given this remote setting, one might wonder how teachers navigate the demands of daily life. Yet, it is within these very challenges that fellow Kainos Chapungu has risen—serving both the school and the surrounding community with remarkable dedication.

“Once I saw the TFZ advert for the 5th cohort, I knew it was my time—not just to tell the story of Chinego Secondary, but to transform it,” Kainos shared. True to his word, he hit the ground running. Drawing inspiration from his surroundings, he began cultivating butternuts—selling them to both the school and community. It came as a surprise to many, who believed such crops could only thrive on commercial farms and appear in distant urban markets. His efforts sparked curiosity, admiration, and trust. Today, he is warmly regarded as an invaluable asset in the community.

But Kainos didn't stop at agriculture. His technical expertise earned him the nickname 'Livewire' after he installed solar power at a villager's borehole—bringing light and hope to a place often left in the dark. He also contributed manual labour during the recent installation of a 3kV solar system at the school. The Head couldn't hide their pride, describing him as “a man on a mission—unyielding until his vision is realized.”

All this in just his first term of fellowship with Teach For Zimbabwe—a resounding testament to the organization's keen eye for innovation and passion during selection. Indeed, TFZ shall not want—the fellows are here to amplify its name, one story, one village, one light at a time.



Giving the Learner a Voice

As I reflect on my journey, I realize that passion has been my compass—guiding me toward creating positive change in my community and in the lives of those around me. One of the most significant impacts I've made has been empowering my learners. Through consistent training and counseling, many of them have gained the confidence to express their ideas during presentations. This transformation was made possible by creating a safe space where every learner is given the chance to speak and every voice is treated with fairness and respect.

Like many schools, we've had to navigate financial challenges that sometimes led to skipping key events like speech and prize-giving days. However, I've taken it upon myself to become part of the solution—mobilizing efforts to fundraise through school-based entertainment, selling products at the tuckshop, and reaching out to partners for donations. These activities embody true partnership and collaboration. Beyond just raising funds, they breathe life into our school calendar and turn events into powerful tools for community engagement and school marketing.

Participating in national clean-up campaigns—both at school and community level—has also allowed me to build strong relationships with people across different levels of society. The school administration trusts me with various responsibilities, often assigning me to attend events, sometimes even with learners in tow. These outings have become opportunities for exposure and discovery. One memorable experience was the Gastronomy event, where our learners proudly showcased their indigenous diets from Binga—an experience that directly tied into their heritage-based curriculum and research on indigenous knowledge.

These efforts have fostered social cohesion, deepened our learners' sense of belonging, and strengthened their connection to the world around them. They have taught me the value of giving back and reminded me that leadership is most powerful when it uplifts others.

There is still much to do, but I'm proud of the progress we've made. I've learned that creating lasting impact demands a spirit of collaboration, a heart that listens, and a deep commitment to the core values of Teach For Zimbabwe.



Join us in our effort to provide
holistic and quality education in
Zimbabwe's rural and
marginalised communities

.....▶ Find Out More
info@teachforzimbabwe.org



TEACHFORZIMBABWE



Catch Them Young!

Learning can be a truly joyful experience—when approached with care—for both the teacher and the learner. This is especially true in infant schools, where young learners are still trying to make sense of the world beyond their homes. The Foundational Literacy and Numeracy (FLN) program has proven to be a vital tool, helping both teachers and learners appreciate the powerful role of play in the learning process.

As Mary Nzemu, a fifth cohort fellow stationed at Binga Primary, aptly puts it, “The idea is to catch them young and ensure the activities of today can have a positive bearing on their aptitudes and reading capabilities—not forgetting the importance of being able to solve mathematical problems they face in daily life.” She couldn’t have said it better. After all, life revolves around communication and calculation—two essential skills that enable us to navigate an ever-changing world.

Of course, implementing FLN hasn’t been without its challenges. Some educators have clung to traditional methods, hesitant to shift from what they know. But thanks to our TFZ fellows, who bring fresh insights from their pre-institute training, many schools are embracing the FLN approach with growing enthusiasm.

The generous donation of textbooks by Teach For Zimbabwe to schools implementing the FLN program has been the cherry on top—a much-needed resource met with excitement and optimism. Beyond Binga Primary, other schools like Manjolo Primary, Dongamuse Primary, and Siansali Primary have fellows actively leading the FLN charge. Their passion is bearing fruit, as improvements in reading and numeracy among learners become more visible with each passing term.

The message is clear: when we catch them young and teach them well, the ripple effects are profound and long-lasting.



A New Dawn at Dongamuse Primary: How Community Spirit Is Building a Brighter Future

Tucked away in the heart of Dongamuse, a remarkable story of hope, resilience, and community spirit is unfolding—brick by brick. The village is buzzing with excitement as a new classroom block, the second at Dongamuse Primary School, finally gets its long-awaited roof. It's not just a structure; it's a symbol of what's possible when people come together with one vision: to give their children a better tomorrow.

A Dream Years in the Making

The journey began in 2019 when construction of the new classroom block was launched. By 2021, walls had risen, thanks to the sweat and sacrifice of sixteen dedicated village heads and countless community members. Some gave money, others materials, and some—like Mr. Jeffery Nyoni—offered their hands and backs to see the dream take shape. At the time, Dongamuse Primary had about 250 learners, and everyone knew the need for more learning space was urgent.

When Giving Circles Back

In a beautiful twist of generosity, a visit from Debra, a well-wisher linked to Camfed, turned into a pivotal moment. Originally in Dongamuse to support local women's basket weaving, Debra was moved by the community's efforts and pledged to donate roofing materials for the classroom block as a way of giving back. True to her word, on February 7, 2025, the materials arrived—and smiles broke out like sunshine across the school grounds.

The community didn't stop there. Not only did they welcome the support, they rolled up their sleeves and offered free labour to help a hired welder frame the roofing trusses. The village heads pooled together \$900 to cover the welder and carpenter's fees, with each head contributing \$64—a powerful testament to shared responsibility and grassroots fundraising.



Still Building, Still Dreaming

Even with the roof in place, the journey isn't over. Beam filling, flooring, chalkboards, cement, and more are still needed to complete the classroom block. But hope hasn't dimmed. The school has pledged levy funds to cover beam-filling labour, while villages have taken on the task of sourcing key materials like bricks, river sand, and water—often carried from a borehole 800 meters away.

Challenges That Can't Be Ignored

Despite their progress, Dongamuse faces real hurdles. Most classes still operate in borrowed church buildings or under the open sky. Only Grades 1 and 7 have proper classrooms. Younger learners, including ECD A, ECD B, and Grade 2, attend school outdoors—exposed to the elements and distractions. Without more classrooms, the dream of a full, quality education for every learner remains just out of reach.

Looking Ahead: A Vision for 2026

Right now, Dongamuse Primary School operates as an annex of Nsenga Hill Primary, a full ten kilometers away. Grade 7 learners must make that journey just to sit for their national ZIMSEC exams. But there's a vision—to become a fully registered, independent school by 2026. For that to happen, they'll need two completed classroom blocks, two proper teachers' cottages, and secure storage facilities.

They're halfway there. One standard classroom block is done. One teachers' cottage shelters five of the school's nine teachers. The rest live in storerooms due to limited accommodation.

Planting Seeds of Academic Growth

Even with these challenges, the seeds of progress are sprouting. In 2024, Dongamuse recorded an 8% pass rate for Grade 7—a modest beginning with big potential. With improved learning spaces and stronger community support, academic performance is poised to grow.

A Community Writing Its Own Success Story

Dongamuse Primary now serves 260 learners—130 boys and 130 girls—and is powered by a passionate team of nine teachers. Every block built, every dollar raised, every basket woven—it all feeds into one story: a community unwilling to give up on its children.

This isn't just a school. It's a movement. A new dawn is rising at Dongamuse Primary, and with continued support, the sun will shine even brighter for generations to come.

From Fiction to Forces: Bringing Physics to Life at Simatelele Secondary School

As a Teach For Zimbabwe fellow stationed at Simatelele Secondary School in Binga District, I've had the privilege of helping shape the educational journey of students in one of Zimbabwe's often overlooked corners. Among the proudest milestones of my time here is introducing Physics as a formal learning area at Ordinary Level—something the school had never offered since its establishment in 2009.



Before my arrival, the school's science offerings focused largely on Biology, Mathematics, Agriculture, and Combined Science. While these are foundational subjects, the absence of Physics left a crucial gap in the students' understanding of how the physical world operates. I saw an opportunity—not just to teach a subject, but to spark curiosity, encourage critical thinking, and expand future opportunities for our learners.

Getting Physics off the ground wasn't easy. We had to start from scratch—developing lesson plans, adapting practicals to fit limited resources, and convincing students that Physics wasn't just for the “science nerds.” But with the support of the school administration and fellow educators, the program gained traction. Soon, what started as an experiment became a movement.

Word spread fast. Parents began to take notice. Some who had enrolled their children in schools elsewhere returned, eager for them to be part of a more well-rounded education. And inside the classroom, something magical happened: students who had once written themselves off as “not science people” lit up with interest. Concepts like motion and force started to make sense—not just on the chalkboard, but in real life.

One standout moment? Our experiment verifying Hooke's Law. Learners were stunned to realize how this simple principle explains the workings of everyday objects—from vehicle suspensions and mattresses to door locks, bicycle bells, ballpoint pens, and even children's toys. That moment of realization—that science isn't abstract, but woven into our daily lives—was a game changer.

The impact hasn't been limited to the classroom. The community has rallied behind the change, with parents expressing pride in how their children are developing a newfound appreciation for education. Physics has given the school—and the learners—a new identity and sense of purpose.

Introducing Physics at Simatelele has been more than a professional goal—it's been a journey of transformation. For our students, it's a doorway to possibility. For the community, it's a signal that we're serious about preparing the next generation to engage with and shape the world around them.

And for me? It's a reminder of why we teach. Because sometimes, the right subject at the right time can change everything.

Cultivating a Culture of Progressive Change at Zambezi Secondary School

At the heart of Zambezi Secondary School, a quiet transformation is underway—led by none other than Teach For Zimbabwe fellow, Chasombwa Mause. With a deep commitment to empowering learners and building sustainable communities, I've dedicated my fellowship to instilling a culture of progress, innovation, and self-reliance in both the school and the surrounding community.



Greening the School Yard—and the Community

One of the most visible and impactful initiatives we've undertaken is the tree-planting project, which spans not only the school grounds but also extends to the Zambezi business center. What began as a beautification effort has evolved into a hands-on environmental education program. The trees we planted aren't just shade providers—they're living lessons in climate action, environmental stewardship, and sustainability. Every sapling represents a commitment to a greener future and a more environmentally conscious generation.

Entrepreneurship in Action: The Detergent-Making Project

Beyond the classroom, I've introduced a practical entrepreneurship program focused on teaching students how to make detergents using locally available materials. This initiative is about more than chemistry—it's about empowerment. Learners are now producing and selling their own products, earning income, and gaining a sense of confidence and independence. These small businesses are nurturing big dreams—and proving that young people can be both learners and earners.

Fostering Innovation Through Local Solutions

To further nurture creativity and problem-solving, we established an innovation club at the school. Its core mission? To inspire learners to create practical solutions using the resources at their disposal. From small prototypes to bold ideas, this space has become a lab for curiosity and invention. The innovation club isn't just about projects—it's about preparing students to think critically and lead in a world that demands solutions, not just scores.



Planting Seeds of Change That Will Last

The work we're doing at Zambezi Secondary School has already begun to ripple outward. Parents are noticing the change in their children. Learners walk taller, speak with more conviction, and see their surroundings differently. They are not just absorbing knowledge—they are applying it, sharing it, and leading with it.

Teach For Zimbabwe has played a pivotal role in my journey as an educator and change-maker. The training, support, and network have empowered me to go beyond traditional teaching and become a catalyst for transformation. Through this fellowship, I've learned that real change starts at the grassroots—and that even the smallest idea, when nurtured with purpose, can grow into something powerful.

At Zambezi, we're not just teaching. We're growing a movement—one tree, one idea, and one empowered learner at a time.





A Transformative Journey at Dongamuse Primary School

When I stepped into the role of headmaster at Dongamuse Primary School on January 25th, I carried with me not just experience from the Teach For Zimbabwe fellowship, but a vision—to transform this rural school into a thriving hub of learning, community, and opportunity.

Leading with Vision and Inclusion

From the start, I believed in collective leadership. I opened the school's doors not only to learners but to their parents, teachers, and local leaders—inviting them into every decision that shaped our path. Weekly meetings became spaces of dialogue, where shared ownership replaced hierarchy. By aligning responsibilities with individual strengths, we reenergized our staff—and that energy soon began to reflect in our learners' performance.

From Shelterless to Safe: Roofing the Classroom Block

One of our biggest challenges was glaring: a classroom block without a roof. For years, students braved rain, sun, and wind—learning in conditions far from ideal. I knew that before we could talk about test scores or pass rates, we needed to restore dignity to their learning environment.

Through community fundraisers, partnerships with local businesses, and sheer determination, we got to work. CAMFED's Debra stepped in with a generous donation of roofing materials, and community members donated their time and skills. Slowly but surely, the unroofed skeleton of a classroom became a safe, welcoming learning space. That new roof wasn't just zinc and nails—it was proof that change is possible when a community comes together.

Engaging the Heart of the Community

For any school to truly thrive, it must reflect its community. That's why I organized parent workshops, encouraging attendance and involvement, and brought in local leaders to share inspiring stories. On March 27, 2025, we hosted a Consultation Day—a powerful moment where teachers, parents, and community leaders gathered to dream and plan together.

The school soon became more than just a place of learning—it became a hub for development. We launched clean-up campaigns, tree-planting drives, and other projects that brought the entire community closer. Even our Annual General Meetings turned into celebrations of collective effort.

Furniture That Fits the Future

When I walked into classrooms with broken, rusted desks—or sometimes none at all—I saw more than discomfort. I saw a barrier to learning. So, we launched a campaign to raise funds for new, durable, child-friendly furniture. NGOs, donors, and local supporters stepped in, and soon, our classrooms were transformed. Bright new desks filled the rooms, and the energy shifted. Students sat straighter, wrote with more focus, and engaged with more pride.



Tracksuits and Team Spirit

To foster unity and modernize our school identity, I introduced school tracksuits—for both learners and teachers. Beyond just clothing, the tracksuits became symbols of belonging and team spirit. Learners beamed with pride, and teachers embraced the new energy. Physical education became more than a subject—it became a shared joy.

Sowing Seeds—Literally

Before arriving at Dongamuse, I served as Deputy Head at Nsenga Hill Primary, where I initiated a tree-planting project after receiving climate change training through Teach For Zimbabwe. I carried that passion with me, continuing to advocate for environmental stewardship. Every tree we plant reminds us that education and the environment go hand in hand.

Strength in Partnerships

Our progress wouldn't be possible without strong partnerships. Teach For Zimbabwe provided essential textbooks and reading materials, bridging a huge learning gap. CAMFED's Debra donated a variety of writing materials—pencils, crayons, stickers—which we used not just for lessons but to ignite creativity. We trained teachers on how to integrate these tools into their classrooms effectively, ensuring that resources translated into impact.

Building a Future Together

What we've achieved at Dongamuse isn't just the result of top-down leadership. It's the outcome of trust, collaboration, and a community that believes in its children. Together—with parents, local leaders, NGOs, and the learners themselves—we've created a space where education is not a burden but a beacon.

This journey is far from over, but one thing is clear: with commitment, creativity, and community, transformation isn't a distant dream. It's happening now—at Dongamuse Primary School.



Empowering the Girl Child: Addressing Menstrual Health Challenges at Masibinta Secondary School

As a passionate educator and Teach For Zimbabwe fellow, I observed a troubling pattern at Masibinta Secondary School in Binga—many girls were frequently absent during their menstrual cycles. This recurring issue was not only affecting their academic performance but also undermining their confidence and self-esteem. It became clear that the girl child was silently calling out for support—and someone needed to listen.

Driven by concern, I initiated an open and honest discussion with the girls. This safe space allowed them to share their experiences freely, and what they revealed was heartbreaking. They spoke of the shame and fear associated with menstruation, their hesitation to talk even with peers, the physical pain they endured, and most critically, the lack of access to sanitary products. Many simply stayed home due to the unavailability of pads—something that should never stand in the way of a girl's right to education.

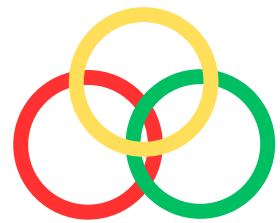
This discussion became a powerful turning point. It wasn't just about periods anymore—it was about dignity, access, and empowerment. I seized the moment to educate the girls on menstrual hygiene and emotional support, helping them understand their bodies, manage discomfort, and feel less alone. Together, we started building a culture of support, confidence, and sisterhood.

During the discussion, the girls also voiced a practical and sustainable solution—the production of reusable sanitary pads. However, financial constraints remain a major barrier. Many girls and their families cannot afford to buy even basic sanitary products, let alone the materials needed to produce reusable ones.

To address this, I took the initiative to request a slot during a parents' meeting to speak directly to caregivers about the importance of supporting the girl child. With the help of the school administration, I've begun reaching out to other stakeholders, appealing for support to help us provide girls with the resources they need.

This journey has reminded me of the power of listening deeply, identifying knowledge gaps, and taking meaningful action. The goal is clear: to create a learning environment where no girl has to choose between managing her menstrual cycle and getting an education. Together, we can ensure that the girl child at Masibinta Secondary School—and across Binga—can rise, thrive, and shine.

NEWSLETTER: CHIVI DISTRICT



TEACHFORZIMBABWE
January–April 2025



First Term Newsletter

From the Coach's Corner: A New Chapter Begins in Chivi

I was supposed to pen this earlier, but duty called—and anyone who's worked in the field knows how unpredictable the day-to-day can be. Still, I couldn't let this newsletter go out without a proper note from your new district coach.

Yes, you heard that right—Chivi is officially on the map! This vibrant district has been newly instated under Teach For Zimbabwe's operations, and I've had the honour of transitioning from Chiredzi to lead and support our incredible fellows here. The energy is raw, the commitment is real, and the work already underway is nothing short of inspiring.

It feels only fitting that I'm here at the launch of this new office. After the milestones we reached together in Chiredzi, stepping into Chivi is like welcoming a newborn full of promise. And who better to help raise this district into its full potential than someone who has seen—and shaped—what success can look like?

This newsletter captures the pulse of Chivi—from greening schools to tech innovations and learner empowerment projects. These are more than updates; they're stories of transformation in the making.

Let's dive in.

Coach Obey Chipungudzanye



CEL Workshop Sparks Environmental Action

In February 2025, the Chivi District hosted an engaging and highly informative Climate Education Leadership (CEL) workshop that left participating fellows energized and inspired. With the presence of key stakeholders like the District Development Coordinator (DDC), Environmental Management Agency (EMA), and the Ministry of Primary and Secondary Education (MoPSE), the workshop laid a solid foundation for practical climate action. Fellows received essential tools and equipment to aid their environmental work. Since then, schools have begun transforming into greener, cleaner, and more sustainable spaces. Fellows have initiated greening projects with learners, planting trees, creating vegetable gardens, and raising awareness about climate change. The spirit of environmental activism is alive, and schools are now becoming living examples of climate-conscious education.

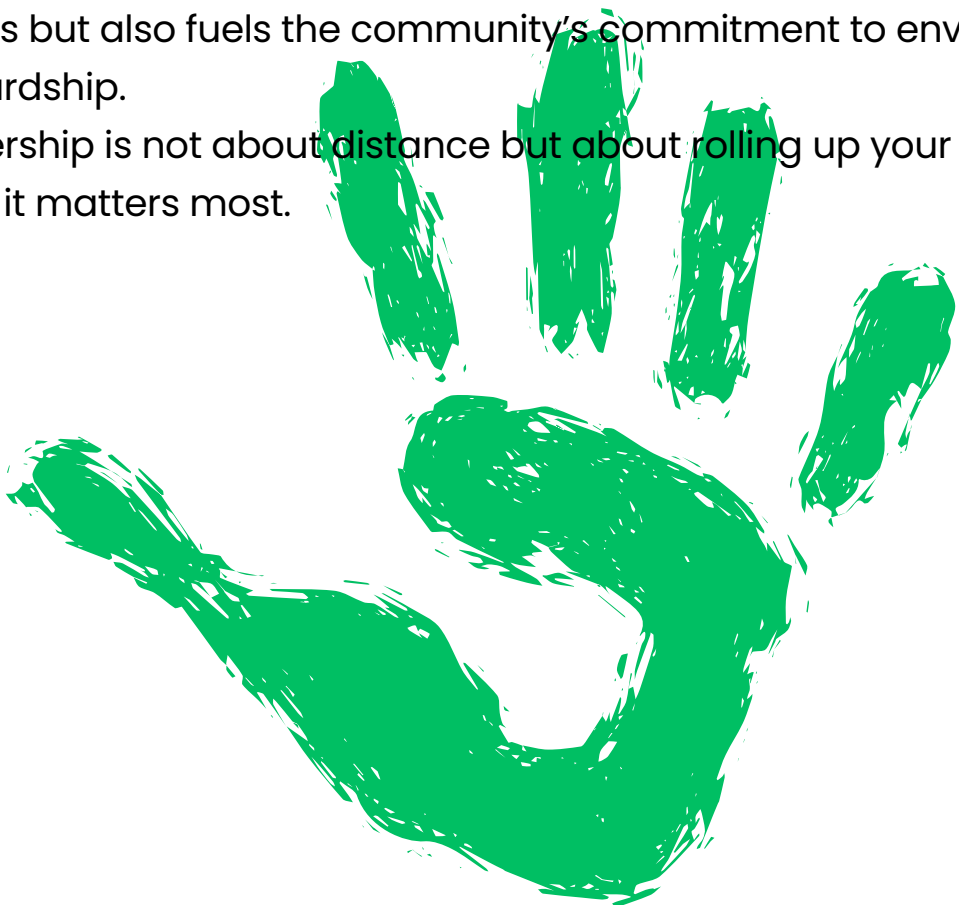




Hands-On Leadership Makes a Difference

As a coach I have been a cornerstone of support for my Chivi fellows. This commitment goes beyond mentorship—it's actively present on the ground, visiting schools, checking on fellows' progress, and even assisting with logistics. At Mangwana Primary School, for example, I assisted in the transportation flowers purchased in Triangle—Golden Juranta blooms that now brighten up the school grounds as part of its greening initiative. This support not only uplifts the morale of fellows but also fuels the community's commitment to environmental stewardship.

Leadership is not about distance but about rolling up your sleeves and showing up when it matters most.





Girls Power Club – Leading the Mindset Shift

At Shindi Secondary School, fellow Ishi Madziwa is leading a quiet revolution through the Girls Power Club. In communities where the girl child has often been overlooked, Ishi is changing narratives—one conversation at a time. The club empowers girls through leadership training, motivational talks, and safe space conversations. The girls are learning to value their voices, own their futures, and walk confidently in a world that hasn't always seen them. Their efforts are already bearing fruit—literally and figuratively. Shindi now boasts several gold medals from provincial competitions, showing that empowered girls can and do lead.

Across the district, fellows are nurturing talent in places where opportunity has long been a stranger. Clubs in chess, music, acting, and sports are now active in many schools, giving learners new outlets to discover who they are and what they can do. Fellow Chibanda Shyline started a chess club at Madyangove Primary in 2024. Within a year, the club produced young players who qualified for provincial competitions. Meanwhile, fellow Ishi Madziwa at Shindi Secondary led her learners to national-level competitions—a first for many of them. These initiatives prove that when learners are exposed, they excel.





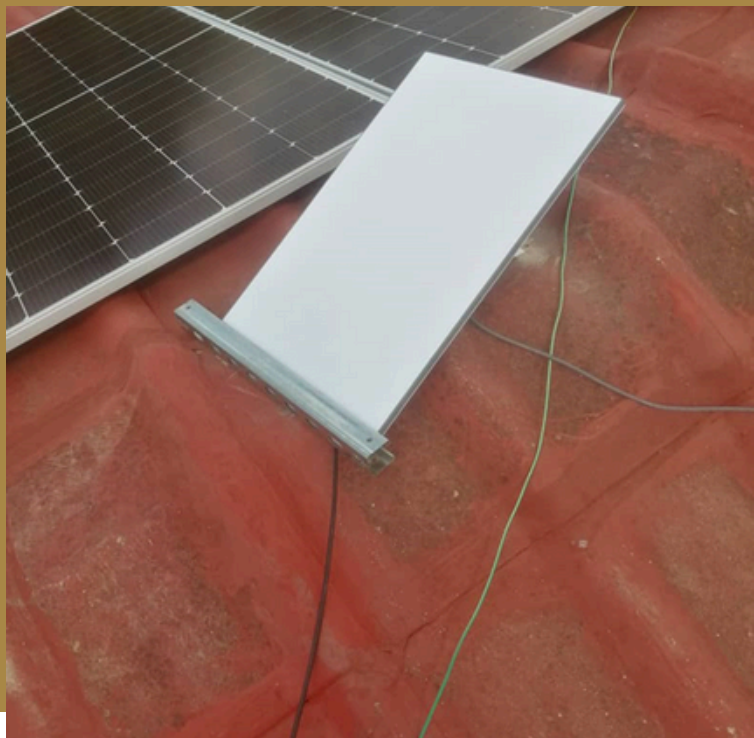
TuckShops: Turning Lessons into Livelihoods

Entrepreneurship has found a home at Chamanhanzva School, thanks to fellows Patricia Mate and Nyasha Chikanyau. Using existing school infrastructure, they set up a tuck shop that does more than sell snacks. It teaches real-life business skills—from inventory management to customer service. The profits are ploughed back into supporting underprivileged learners, making it a win-win initiative. Learners not only gain entrepreneurial exposure but also witness first-hand how innovation and compassion can coexist in building community resilience.

Learner-Centred Teaching – Confidence on the Rise

At schools like St Martin Mhomho Primary, a noticeable shift is happening. Fellows are embracing learner-centered approaches that give learners agency in their education. In some Grade 1 classrooms, pupils now confidently lead discussions and participate actively in shaping lessons. Fellows motivate, listen, and encourage learners to think critically and creatively. This change is not just in academics but in attitude. Learners are more self-assured, expressive, and enthusiastic—a ripple effect of being treated as capable co-creators of knowledge.





Starlink Boost

Fellow Brian Muchekeza took digital transformation into his own hands at Ruminya High School. Realizing the need for internet access, he purchased a mini Starlink kit to provide reliable connectivity for the school and surrounding community. Now learners can access educational resources online, apply for opportunities, and explore a world far beyond their village. This personal investment reflects what CEL is all about—using one's initiative to close gaps and open doors.

School Projects – Tech and Infrastructure Transformation

Tugwi Mukosi Secondary School is turning into a model of community-powered innovation. Fellow Mukanya James rallied parents and local stakeholders to fund the purchase of a heavy-duty printer. This allowed the school to locally print learning materials and exam papers, cutting costs and increasing efficiency. The initiative has even helped learners become more comfortable with printed assessments, especially ZIMSEC. Additionally, with the fellow's encouragement, the community is contributing bricks toward building a teacher's cottage, helping ease the housing crisis for educators in the area.





Victoria's Poultry Project

Victoria Chishiri, a 4th cohort fellow at Madyangove Primary, is leading a thriving poultry project that's transforming livelihoods. She manages roadrunners, layers, and even day-old chicks. Her hatchery has become a vital supplier to communities from rural Chivi to the growth point. With demand growing, Victoria is now outsourcing black Australorp eggs for hatching. Her business not only supports the local economy but also serves as a live lesson in sustainable agri-business for her learners. With the right partnerships, her impact could go national.



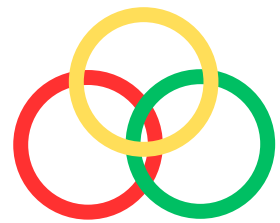


Marambire's Athletics Initiative at Mangwana

Fellow Shylet Marambire teamed up with a student teacher at Mangwana Primary to prepare a team of learners aged 6-9 for upcoming athletics competitions. Over several weeks of training, they saw incredible improvements in the learners' agility, teamwork, and confidence. The highlight was the April 3rd athletics event, which brought together families and the community in celebration. Parents cheered from the sidelines as learners raced with joy and determination. Beyond physical fitness, the program deepened school-community ties and reminded everyone that holistic education includes both mind and body.



NEWSLETTER: CHIREDDI DISTRICT



TEACHFORZIMBABWE
January–April 2025



First Term Newsletter

Let's take a moment to appreciate the incredible work happening in our schools, communities, and classrooms. I'm beyond excited to bring you this newsletter—your go-to space for all things education, inspiration, and transformation right here in Chiredzi District.

As a coach and advocate for transformative education, I've had the privilege of witnessing the dedication, resilience, and passion of our fellows, educators, and community members. And let me tell you—what's happening in our district is nothing short of remarkable!

In this issue, we'll take you on a journey through the heart of our impact. You'll read about the innovative initiatives our fellows are leading, celebrate powerful success stories from our classrooms, and get a sneak peek into upcoming events designed to inspire, engage, and uplift both students and educators alike.

The road to quality education isn't always smooth, but together, we're proving that every challenge is an opportunity for growth. With each lesson taught, each mind sparked with curiosity, and each step forward, we are shaping the future of Chiredzi—one learner at a time.

So, grab a cup of tea, settle in, and let's dive into the incredible stories and updates that define our shared vision: ensuring that every child, regardless of background, has the tools and support they need to thrive.

Stedy Chitaka
Chiredzi District Coach



Spotlight on Angela Dube: Champion of Inclusivity at Benzi Primary School

This month, we're thrilled to shine a well-deserved spotlight on one of our exceptional team members, Angela Dube, a 5th Cohort fellow stationed at Benzi Primary School. Angela's passion for inclusive education and her unwavering commitment to supporting all learners have truly made an impact in the classroom—and we're here to share just how she's doing it.

Angela has been working closely with a disabled ECD (Early Childhood Development) learner, and her dedication to making a difference in this young learner's life is both inspiring and transformative. One of Angela's most impressive achievements has been her work with this student, helping them develop the ability to speak and engage with classmates. Through the use of interactive play, Angela has created a dynamic learning environment that is not only fun but also highly effective in enhancing communication skills.

The beauty of Angela's approach lies in her ability to incorporate learning into playful, engaging activities that don't feel like traditional lessons. Her interactive games are designed to be inclusive, encouraging not just the targeted learner but all students in the classroom to get involved, interact, and build connections. These activities are much more than games—they're tools that break down communication barriers, foster friendships, and create a sense of belonging for every child in the room.

The energy in Angela's classroom is contagious, with students excited to participate in each activity. As they play, they learn, interact, and grow together. Angela's work serves as a powerful reminder of the importance of inclusivity in education and how creative methods, like interactive play, can be life-changing for children, especially those who face additional challenges.

We are incredibly proud to have Angela Dube as part of our team, and we can't wait to see the continued progress of her students under her expert guidance. Let's continue to support one another and work towards creating a nurturing, inclusive environment where every learner can thrive, regardless of their individual challenges.



Empowering Youth Through Sports: A Stand Against Drug Abuse

In today's world, the challenge of drug abuse remains a pervasive issue, particularly among our youth. As this problem continues to affect countless young people, one individual is stepping up to combat it in a remarkable way—Gabriel Mahungu, a 5th Cohort fellow stationed at Save Adventist High School. Gabriel, a passionate advocate for youth empowerment, is using his role with the Mateo Soccer Team to provide a positive and impactful outlet for young people, steering them away from harmful habits.

Gabriel firmly believes that engaging youth in sports is one of the most effective ways to combat the lure of drugs and alcohol. As he says, "When kids are involved in sports, they have a sense of purpose and belonging." His words highlight the transformative power of athletics, which not only teach discipline, teamwork, and resilience but also help youth develop a strong sense of self-worth and connection to something bigger than themselves. For Gabriel, soccer isn't just about playing a game; it's about building character and instilling values that will last a lifetime.

Through his work with the Mateo Soccer team, Gabriel has created a space where young people can excel both physically and mentally. Weekly training sessions focus on developing soccer skills, but they also serve as a platform for educating players about the dangers of drug use and the importance of maintaining a healthy lifestyle. These sessions blend physical training with life lessons, fostering not only fitness but also mental strength and good decision-making.

The impact of Gabriel's initiative has been profound. Participants have reported feeling more confident and better equipped to resist the pressures of drug use, with many describing the soccer program as a lifeline. What's more, the community has rallied behind the team, with local businesses contributing to fundraising efforts, ensuring that all youth, regardless of their background, can take part in this invaluable program.

Gabriel's work with the Mateo Soccer team is not just about the game—it's about changing lives. His dedication and commitment to combating drug abuse through sports make him a beacon of hope for many young individuals in the community. Gabriel shows us how sports can be a powerful platform for positive change, providing young people with the tools they need to choose healthy, fulfilling lives over destructive habits.



Celebrating Creativity in the Classroom

We're over the moon to share an inspiring story that comes straight from the heart of our Chiredzi District community. This time, we're shining a well-deserved spotlight on Angela Dube, a dedicated 5th Cohort fellow stationed at Benzi Primary School. Angela has been taking the classroom by storm with her innovative, hands-on approach to education, and it's been nothing short of magical! Recently, Angela embarked on a project that allowed her learners to discover the world of poetry—a subject that gives young minds a platform to express their thoughts, emotions, and imagination. Angela's approach wasn't just about teaching rhyme schemes or stanzas; it was about letting her students tap into their creativity and bring their stories to life through verse.

The excitement in her classroom was contagious as students eagerly picked up their pens, crafting poems that were as unique and diverse as they are. One particular poem, written by a talented young student, was so powerful and thought-provoking that Angela couldn't resist sharing it on social media. And the response? Absolutely phenomenal! In just a few days, this heartfelt poem amassed over 100,000 views, gaining traction and admiration from a global audience. The poem's touching message and creative depth resonated with so many, and it's no surprise why! This story goes beyond just numbers—it serves as a beautiful reminder of the untapped potential in our young learners. It's a reminder that creativity and self-expression should be celebrated, nurtured, and shared with the world.

Angela's commitment to fostering creativity in the classroom hasn't just enriched her students' writing skills. It has also instilled in them a sense of pride, accomplishment, and a deep appreciation for the arts. We are so proud of the progress her students have made, and we are confident that this experience will inspire them for years to come.

Angela's work in nurturing artistic expression is proof of the power of creative teaching. It shows just how impactful educators can be in unlocking the potential of their students—no matter how young they may be. Let's continue to support each other as we strive to create an environment where creativity and learning flourish.





Empowering Young Women Through Pad Making

In a bold and empowering effort to support young women and raise awareness around menstrual health, two of our incredible 4th Cohort fellows, Moreblessing Makuku and Immaculate Chigayo, are leading an inspiring training program on pad making as part of the Let the Girls Thrive initiative. This initiative is designed not just to teach girls how to make their own sanitary pads but to instill a sense of self-sufficiency, confidence, and empowerment that will last a lifetime.

Why Pad Making?

Menstrual hygiene is often overlooked in many communities, especially in underserved areas. The inability to access affordable and reliable sanitary products can significantly impact young girls, causing them to miss school and, in some cases, fall behind in their education. The lack of proper sanitary products can even lead to health risks.

Moreblessing and Immaculate recognized this gap and took action.

By teaching pad making, they are not only addressing a critical health concern but also providing girls with a practical life skill that can enhance their independence and improve their livelihoods. With their own knowledge and resources, these girls can create their own sanitary pads, reducing the stigma and challenges associated with menstruation.

The Training Program

The pad-making training sessions are interactive and hands-on, ensuring that participants don't just learn how to make pads but understand the entire process—from sourcing the materials to producing the final product. This approach ensures that the training is accessible, enjoyable, and practical for everyone involved.

But it's not just about making pads; Moreblessing and Immaculate are also emphasizing the importance of using sustainable materials. By teaching eco-friendly methods, they are encouraging a generation of young women who are not only mindful of their health but also of their environmental impact. It's a perfect blend of health education and environmental consciousness.



Impact on the Community

This training program goes far beyond just equipping girls with a new skill. It's a movement aimed at changing mindsets and breaking the stigma that surrounds menstruation. The participants in the program aren't just learning to make pads—they're becoming ambassadors for menstrual health in their communities.

As these girls pass on their newfound knowledge to peers, family members, and friends, they are helping to foster an open, supportive environment where discussions about menstrual hygiene are welcomed, respected, and celebrated. The Let the Girls Thrive initiative is more than a program; it's a step towards breaking barriers, empowering young women, and ensuring that every girl has the opportunity to thrive—both in and out of the classroom.

We're so proud of Moreblessing and Immaculate for their dedication to youth empowerment and menstrual health awareness. Their work is not only making a difference in the lives of the girls they work with but is also creating ripples of change in the wider community. This initiative is an inspiring reminder of the power of education and self-reliance, and we can't wait to see the impact it continues to have.

Amanda Khosa & Matabeleland Youth Conservation Society: A Powerful Partnership for Climate Action

We are excited to share an inspiring and impactful initiative in this month's newsletter! Amanda Khosa, a dedicated 5th Cohort fellow stationed at Ndali Primary School, has teamed up with the Matabeleland Youth Conservation Society to launch a transformative climate photo-story project. This collaboration centers on a talented learner who is passionate about environmental conservation and uses photography as a tool to amplify their voice and bring their conservation story to life.



A Unique Photo-Story Project

The heart of this initiative is the photo-story that will showcase the learner's personal journey. This story will highlight the learner's experiences—both the challenges and successes—in their efforts to become an advocate for environmental stewardship. The power of photography in capturing these moments will help to vividly illustrate their commitment to preserving the natural world.

Through this project, Amanda and the Matabeleland Youth Conservation Society hope to inspire others in the community and beyond to recognize the significance of protecting our environment. They aim to raise awareness of the urgent need for proactive conservation efforts and encourage everyone to take responsibility for the planet. This initiative provides a platform for the learner to share their perspective while encouraging other young people to get involved in similar environmental causes.

Support from Matabeleland Youth Conservation Society

In an inspiring act of generosity and commitment to nurturing future conservationists, the Matabeleland Youth Conservation Society has pledged to cover the learner's school fees for the entire year of 2025. This support is not only a financial relief but also a powerful motivator. It allows the learner to continue their education without the stress of financial concerns, ensuring they can fully focus on their studies and expand their knowledge on important conservation topics.

This partnership between Amanda and the Matabeleland Youth Conservation Society is a shining example of how we can work together to nurture and uplift young people who are passionate about making a difference in the world. It's a testament to the power of collaboration and the impact of community support in helping shape the next generation of environmental leaders.

We're incredibly proud of the work Amanda and her partners are doing to empower youth and promote environmental conservation, and we can't wait to see the positive impact of their project. This is just one of many steps towards creating a more sustainable future, and we look forward to supporting even more initiatives like this in the future!

Green Horizons: Immaculate Chigayo's Impact in Forestry and Sustainability

We are excited to share some fantastic news from the world of forestry and sustainable practices! Immaculate Chigayo a 4th Cohort fellow stationed at Chilonga Secondary School, is making remarkable strides as an entrepreneur and environmental advocate. Her recent success in selling 500 Musawa trees to the Chipinge Forestry Commission highlights not only her passion for reforestation but also her commitment to fostering biodiversity and sustainability in the region.



A Growing Commitment to Reforestation

Immaculate's journey in tree cultivation began years ago, and through hard work, dedication, and expertise, she has earned a reputation for producing high-quality seedlings that contribute significantly to environmental conservation efforts. Her focus on growing Musawa trees, in particular, has become a standout feature of her environmental advocacy. Recently, she reached a major milestone by selling 500 Musawa trees to the Chipinge Forestry Commission. These trees, known for their resilience and ecological value, will be integral to the reforestation efforts in the area, supporting the restoration of vital landscapes that contribute to both local biodiversity and climate change mitigation.

The Ecological Benefits of Musawa Trees

Musawa trees are celebrated for their adaptability to various soil conditions and climates. These unique trees offer an array of ecological benefits, making them an excellent choice for reforestation projects. Here are some of the key advantages of Musawa trees:

Erosion Control: The extensive root systems of Musawa trees help prevent soil erosion, making them ideal for stabilizing land and promoting soil health in regions vulnerable to erosion.

Biodiversity Enhancement: Musawa trees provide essential habitats for a variety of wildlife species, supporting a balanced and diverse ecosystem.

Carbon Sequestration: Like all trees, Musawa trees absorb carbon dioxide, playing a role in reducing the impacts of climate change by sequestering carbon from the atmosphere.

Inspiring the Community

Immaculate's efforts extend far beyond the trees themselves. By successfully selling these trees, she is also inspiring others in her community to take action towards sustainability and environmental conservation. Her initiative underscores the importance of tree planting, and she actively promotes forest conservation as a means of protecting the environment for future generations.

Immaculate's work is a prime example of how individual action can lead to collective change. Her dedication to promoting sustainable practices in the community is not only helping to combat climate change but also creating a ripple effect that encourages others to take part in building a more sustainable world. We look forward to seeing even greater milestones achieved as Immaculate continues to inspire and lead efforts for a greener and more resilient future.



Making a Difference: Clean-Up Campaign at Mwenje and Nyahanga Primary Schools

We are thrilled to share the inspiring efforts of our local leaders and organizations who united for a noble cause on March 1st. A dedicated group of our 4th and 5th Cohort fellows, including Garikai Zhakata, Angela Dube, Risen Mumpande, Nomore Macheke, Audrey Mashawi, Amanda Khosa, and Gugulethu Mhlangu, partnered with Malilangwe Trust, Save Conservancy, and Gonarezhou to lead a successful clean-up campaign in the areas surrounding Mwenje Primary and Nyahanga Primary schools.

This initiative brought together passionate community members who are deeply committed to improving their environment. The goal was clear: clean up litter and promote a healthy, sustainable environment for the children and families who rely on these schools. With the invaluable support from Malilangwe Trust, Save Conservancy, and Gonarezhou, the campaign not only focused on immediate clean-up efforts but also aimed to raise awareness about the importance of environmental stewardship.

A Unified Effort for a Cleaner Environment

The day began early, with participants arriving with gloves, bags, and a shared sense of purpose. The atmosphere was charged with enthusiasm as volunteers, young and old, worked together to clear the areas surrounding the schools, transforming the landscape into a cleaner, more vibrant space.

Beyond the clean-up, the campaign also included educational sessions aimed at teaching participants about the significance of waste management and conservation. Children, especially, had the chance to learn firsthand about the importance of keeping their surroundings clean and how waste management impacts their community and the environment.

Fostering a Culture of Community Responsibility

The campaign was more than just a day of physical labor; it was a demonstration of community spirit and collaboration. Students from both schools actively participated, gaining valuable hands-on experience about environmental responsibility. This initiative planted the seeds of environmental care in young minds, helping to instill a sense of ownership and responsibility toward their surroundings.

The impact of this clean-up is profound. It fosters a culture of care for the environment, emphasizing the importance of maintaining clean spaces and creating a sustainable future for all. It also provided the perfect opportunity for community leaders and partners to work together, showing what can be achieved when people come together with a shared goal.

Looking Ahead: A Recurring Initiative

Our community leaders and partners are committed to making this clean-up campaign an ongoing event, with plans for future initiatives already in the works. This effort is more than just a one-time event—it's about creating lasting change.

We encourage everyone to get involved in future campaigns. Your participation is vital in ensuring the continued success of these important environmental efforts. Together, we can make a lasting difference and build a cleaner, greener future for all!



Climate Change Initiatives

We are excited to share some inspiring news from our school! Risen Mumpande, a 5th Cohort fellow stationed at Muteyo Primary School, has embarked on an extraordinary journey to promote environmental awareness by launching an Environmental Club for her learners.

The Environmental Club is designed to engage students in meaningful, hands-on activities that nurture a love for nature and a commitment to sustainability. The club's launch event, which took place last week, brought students together to share their enthusiasm for the environment and brainstorm potential projects. In a world where understanding and addressing environmental challenges has become increasingly urgent, this initiative is vital in shaping the leaders of tomorrow.

Through the club, Risen aims to empower her students to take actionable steps in their community, developing leadership skills and a strong sense of teamwork along the way. The Environmental Club is open to all students passionate about making a difference, providing them with an opportunity to work on projects that will positively impact the environment. We are incredibly proud of Risen for spearheading this initiative and inspiring her students to connect with nature, raise awareness, and become active stewards of the environment.



Exciting Experiences at Hakamela Camp

This week, we are thrilled to share highlights from an unforgettable experience at Hakamela Camp, where five remarkable 4th and 5th Cohort fellows—Nomore Macheke, Amanda Khosa, Risen Mumpande, Audrey Mashawi, and Oglive Charamba—spent an entire week immersing themselves in the beauty of nature and the rich culture of the Malilangwe Trust. Throughout their stay, our fellows participated in a variety of activities designed to foster a deep connection with the environment. From guided bush walks with knowledgeable local guides to thrilling wildlife spotting excursions, every day was filled with exciting adventures. The team had the opportunity to witness the incredible biodiversity of the Malilangwe Conservancy, home to a stunning array of flora and fauna.

In addition to outdoor exploration, the group also engaged with local learners, spending time learning about sustainable practices and conservation efforts from the guides. This cultural exchange not only deepened their understanding of local traditions but also strengthened the relationship between the Malilangwe Trust and the surrounding communities.

Nomore, Amanda, Risen, Audrey, and Oglive took part in impactful presentations that emphasized the importance of wildlife conservation. They discussed strategies for protecting endangered species and promoting biodiversity, contributing valuable insights to ongoing discussions about future conservation initiatives within the Trust.

At the end of the week, each participant reflected on their experience, expressing a renewed sense of purpose in environmental stewardship. They shared how the trip not only enriched their understanding of the local ecosystem but also deepened their commitment to conservation efforts back home.



Empowering Teen Mothers Through Education

We are thrilled to share an exciting partnership that reflects our commitment to empowering youth and promoting education for all. Raymond Magazine a 4th Cohort fellow has joined forces with CAMFED (Campaign for Female Education) in a groundbreaking initiative aimed at supporting teen mothers as they return to school at his school.

Recognizing the challenges that teen mothers face in balancing their responsibilities and educational aspirations, his partnership with CAMFED will provide schools with psychosocial grants specifically designed to support these young women. The initiative will not only address their immediate financial needs but also foster a nurturing environment that promotes their emotional well-being and academic success.



Teen mothers often face stigma and a lack of support when they decide to continue their education. By providing psychosocial grants, we aim to create a more inclusive and supportive educational system. These grants will help schools implement programs that offer counseling, mentorship, and emotional support, ensuring that teen mothers have the resources they need to thrive both academically and personally.

Through this initiative, we hope to:

- ****Enhance Academic Success****: By addressing the psychosocial barriers faced by teen mothers, we aim to improve their academic performance and reduce dropout rates.
- ****Foster Resilience****: Support programs will empower young mothers to build resilience and develop essential life skills.
- ****Promote Inclusivity****: Creating a more inclusive school environment that accepts and supports teen mothers, breaking down stigma and fostering community support.

Conclusion

As we continue to highlight these inspiring initiatives, we are reminded of the power of community, innovation, and education in creating lasting impact. We're grateful to have you—our partners and supporters—walking this journey with us. Thank you for your continued encouragement, belief, and support. Together, we are helping shape a brighter, more inclusive future for the next generation.

