



# NEWSLETTER

[www.teachforzimbabwe.org](http://www.teachforzimbabwe.org)  
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## TOP NEWS

**Teach For All delegates visit Zimbabwe**  
**Teach For Zimbabwe attends the**  
**Malilangwe Trust's first Netball**  
**Tournament**

**The GoTeach Program continues to**  
**flourish**

**Teach For Zimbabwe welcomes a new**  
**Development Manager**  
**Staff members attend the NGO Expo and**  
**Winter School**

**TFZ Board Chair person Dr Tsitsi visits**  
**Mutoko**

**Regional Management Unit visits from**  
**Kampala to oversee the success of the**  
**Education Out Loud Initiative**

## WARM GREETINGS FROM HARARE

The winter season has come to an end, and we're finally shaking off the last traces of the cold. Our second term has been incredibly productive, and it's all thanks to the dedication and passion of our fellows. Without them, none of our achievements would be possible.

This newsletter is packed with exciting updates and stories from our fellows—and believe us, they've been busy! From Harare to Binga, Chitungwiza to Chivi, Mutoko to Chiredzi, and all the way to Mudzi, there's so much to share.

We hope you enjoy reading this edition as much as we enjoyed putting it together.

Warm regards,  
Dr Miriam Siwela

# MALILANGWE HOSTS FIRST NETBALL TOURNAMENT

We were honoured to attend The Malilangwe Trust's inaugural netball tournament in Chiredzi, held under the powerful theme "It is better to build a girl than repair a woman." The event was more than just a sporting competition — it was a celebration of girl child empowerment and a reminder of the educational and societal barriers that still need to be addressed, alongside the many ways we can support young girls to rise above them.

The day was filled with creativity and passion as learners from across Chiredzi took to the stage with memorable performances. From Lorraine Mujaki's moving poem as a Rural Youth Champion, to vibrant traditional Shangani dances and theatrical presentations, the young people showcased not only their talent but also their determination to be heard.



Beyond this event, our partnership with The Malilangwe Trust continues to strengthen educational outcomes in Chiredzi District. Through this collaboration, ten Teach For Zimbabwe fellows have been placed in Malilangwe schools, where they are not only teaching but also advancing climate change education and conservation. Malilangwe equips them with training in conservation and agroecology techniques, while also supporting them financially—



a game-changing investment that empowers fellows to focus fully on their work. This partnership not only boosts the learning outcomes of children and youth, but also develops the leadership capacity needed to transform classrooms, communities, and entire systems for a more sustainable future.

We are deeply grateful to The Malilangwe Trust for their continued investment in youth development, equal education, and conservation. Their impact stretches far beyond the sports field, leaving lasting ripples in the lives of learners and the wider community.



# OUR HEAD OF DEVELOPMENT, KUNDAI CHINEKA, VISITS HAKAMELA CAMP

On June 25th, our Head of Development, Kundai Chineka, was warmly received at the breathtaking Hakamela Camp, where The Malilangwe Trust runs its flagship initiative – the Malilangwe Conservation Education Programme.

This unique programme invites Grade 6 learners from surrounding communities to step into nature's classroom. During her visit, Kundai joined 25 learners from Bilingwe Primary School as they embarked on a transformative learning experience within the Malilangwe Wildlife Reserve.



Over the course of four days, the camp immerses children in conservation, sustainability, and life skills. Learners take part in game drives, environmental lessons, and cultural explorations, including visits to Nduna Lodge and the Komako Cultural Village. The programme culminates in moving presentations – through songs, poems, and performances – where learners share what they've discovered, before receiving certificates to mark their journey.



We are grateful to The Malilangwe Trust for investing in rural learners and creating such an immersive, holistic space. At Hakamela, the environment itself becomes a mentor, offering lessons that stretch far beyond the classroom and planting seeds of conservation that will last a lifetime.



# THE GOTEACH PROGRAM CONTINUES TO THRIVE

The GoTeach Program is a collaboration between Teach For All and DHL, designed to improve employment opportunities for young people. Within Zimbabwe, it is implemented between Teach For Zimbabwe and DHL Zimbabwe, bringing rural learners closer to professional guidance and career exposure.

On June 20th, Teach For Zimbabwe, in partnership with DHL Zimbabwe, hosted a vibrant Career Day & Career Fair at Mutoko Government High School. Students had the opportunity to interact with professionals across a wide range of fields — from medicine, law, and social work, to accounting, logistics, entrepreneurship, architecture, and design. This event went beyond providing information; it offered exposure, inspiration, and equity, encouraging learners to imagine career paths they may never have considered before.

The program culminated in an immersive Career Guidance Tour between August 4th and 5th, where 36 learners from eight schools in Mutoko explored real workplaces. On day one, learners visited DHL's head office, DHL Global Forwarding, and the airport dispatch center, touring departments, engaging with professionals, and learning how teamwork, skills, and self-awareness shape successful careers. Day two took learners to Chloride Zimbabwe in Workington, Harare, where they gained hands-on insight into battery manufacturing and saw how diverse roles contribute to the smooth operation of a dynamic workplace.

These experiences connect classroom learning with professional realities, helping students understand how their studies translate into real-world careers. We are deeply grateful to DHL Zimbabwe for their continued support in making these life-changing opportunities possible.

Here's to nurturing holistic education — one learner, one experience, one story at a time.





# CELEBRATING COLLABORATION AT THE 2025 NANGO ANNUAL NGO EXPO & WINTER SCHOOL

What an incredible day it was at the 2025 NANGO Annual NGO Expo & Winter School! The event brought together civil society organizations from across Zimbabwe for a day of meaningful dialogue, collaboration, and community building.

Our team had the opportunity to engage with fellow NGOs, network with key stakeholders, and explore exciting avenues for partnership — all while reflecting on the importance of localisation as a driver of development effectiveness. The conversations and connections made were not only insightful but also energizing, highlighting the power of collaboration in creating locally led solutions that truly make a difference.

A special thank you to NANGO for curating such a dynamic and impactful space. We also want to acknowledge Mbeu & The Rhodzi Tribe for their phenomenal performance, which added vibrant energy and joy to the day's proceedings.

We leave the Expo inspired and encouraged, ready to continue championing initiatives that amplify local voices, foster meaningful partnerships, and drive sustainable change. Here's to more connections, more impact, and more action.





# WELCOMING THE TEACH FOR ALL DELEGATION TO ZIMBABWE

From July 28th to August 1st, Zimbabwe became a hub of purpose, passion, and powerful conversations as we had the honour of welcoming the Teach For All delegation, Vonesai Muhaso and Amanda Chembezi, to our country. From the moment they arrived, Team Zimbabwe embraced our guests with open arms and eager hearts, united by a shared vision for education equity.

During their visit, Vonesai and Amanda participated in immersive school visits, engaged in deep strategic discussions, and shared reflections that both inspired and challenged us. Every classroom, roundtable, and interaction underscored the importance of our work and reminded us why we must continue advocating for equitable education opportunities for all learners.

We are deeply grateful to Vonesai and Amanda for choosing to spend this time with us. Their insights, warmth, and solidarity left a lasting impression, strengthening our partnerships and renewing our commitment to advancing education in Zimbabwe.

From tea to teaching to teamwork, this visit was a celebration of shared learning and collaboration. We carry forward the lessons, inspirations, and connections from this meaningful exchange, looking ahead to the work yet to come.

Twalumba. Siyabonga. Thank you. Until next time.





# WALKING THROUGH MUTOKO: A FAMILIARISATION TOUR WITH OUR BOARD CHAIR

Since 2020, Teach For Zimbabwe has proudly walked alongside learners, educators, and communities in Mutoko, building not just classrooms, but futures. Last week, our new Board Chair, Dr. Tsitsi Mkombe, joined members of the TFZ team — Kundai Chineka, Peter Jack, and Gladys Gumunyu — on a familiarisation tour across the district, gaining insight into the deep, community-rooted impact of TFZ fellows who champion holistic and inclusive education in rural Zimbabwe.

The tour began at the district education office, where the team met with Mr. Zinhanzva, the Acting District Schools Inspector. Dr. Mkombe then visited St. Arnold Secondary and Nyamuzuwe Secondary, engaging with school leaders, observing classroom sessions, and interacting with TFZ fellows making remarkable strides in areas such as girls' education, hygiene, climate awareness, and learner empowerment.

A highlight of the visit was the Let Girls Thrive project at St. Arnold Secondary, run in partnership with the Chitekwe Youth Friendly Centre. Through pad-making workshops, counselling, and follow-up support for girls who have dropped out, the initiative is creating safer, more inclusive spaces for girls to learn and lead.

From improvised handwashing stations and nutritional gardens to national-level darts clubs and boys' mentorship groups, our fellows are turning limited resources into thriving, learner-centred ecosystems. Their work is not only transforming education — it's building resilience, leadership, and opportunity where it matters most.

Whether it's in a classroom, a garden, or a poetry club, the work in Mutoko reflects our belief that every learner, no matter their background or location, deserves dignity, possibility, and the tools to shape their own future.



# KUYENDA COLLECTIVE IN ACTION: YOUTH-LED INITIATIVES SHINE DURING RMU VISIT

On 30th July, the Regional Monitoring Unit (RMU) for the Education Out Loud (EOL) initiative visited Zimbabwe to oversee the success of the program and engage with key stakeholders driving education advocacy and youth empowerment in rural communities. The visit provided a firsthand view of the impact of civil society-led projects in improving educational outcomes and fostering leadership among young people.

The Kuyenda Collective is a youth-led initiative under EOL that empowers rural youth to advocate for education and community development. Teach For Zimbabwe supports the Collective by mentoring and equipping young people with leadership skills, advocacy training, and tools to amplify their voices. Through workshops, storytelling, and community projects, the Collective strengthens civic participation while promoting education equity in rural areas.

One of the highlights of the RMU visit was meeting Tabeth Jasi, a Kuyenda Collective Rural Youth Champion and educator. Following her induction as an RYC and training informed by the Collective's User Experience (UX) Research in 2022, Tabeth identified menstrual poverty as a key issue in her community. She established the Reusable Pads Club, which provides reusable pads and menstrual health education, resulting in absenteeism dropping by an estimated 62% and average days missed per month reducing to just one.

At Tsiga Primary School, Viola Flo-Jo Mutambudzi, another Rural Youth Champion, is leading the Comfort4Teens 101 club. This initiative provides girls with kits containing reusable pads, underwear, tights, and a sanitary bag, giving them dignity, confidence, and the ability to participate fully in school life. Viola's work ensures that menstrual health challenges do not hinder girls' education and empowerment.





The RMU delegate, Beatrice Akello, witnessed firsthand the transformative impact of these youth-led initiatives. From Tabeth's Reusable Pads Club to Viola's Comfort4Teens 101, the visit showcased how the Kuyenda Collective empowers rural youth champions to address local challenges, improve educational outcomes, and strengthen communities.

The team also visited Nyamuzuwe, where Mr. Nyakabau and his wife are leading a youth-led organization known as New Generation. In one of the most underserved areas of Mutoko District, over 30 kilometers from the town center, their initiative provides young people with safe spaces, leadership opportunities, and positive activities amid limited job opportunities and challenges such as high rates of substance abuse and school dropouts. Several Rural Youth Champions from Nyamuzuwe have emerged through this program, contributing to the Kuyenda Collective and demonstrating the ripple effect of youth-led interventions in transforming communities.



# TEACH FOR ZIMBABWE WELCOMES ALUMNI ADMORE DUBE AS DEVELOPMENT MANAGER

As we celebrate the graduation of our third cohort of fellows, we are proud to highlight the inspiring journey of Admore Dube, who has now joined Teach For Zimbabwe as Development Manager.

During his time as a TFZ Fellow at Masibinta Secondary School in Binga, Admore transformed his classroom, raising the Geography pass rate from just 2% in 2022 to 57% in 2024. His innovative, student-centered teaching approach empowered his learners, giving them the tools and confidence to succeed.

Beyond the classroom, Admore became a driving force in his community, advocating against child marriages and addressing substance abuse among youth. He also pursued entrepreneurship, launching a travel agency and development consultancy in Victoria Falls, building partnerships with organizations such as Mercy Corps and Save the Children to bring opportunities to his community.

Now, as Development Manager at TFZ, Admore is helping to advance the organization's mission through partnerships, fundraising, and resource mobilization. His journey exemplifies the impact of TFZ fellows and alumni in shaping Zimbabwe's future, both in classrooms and in communities.

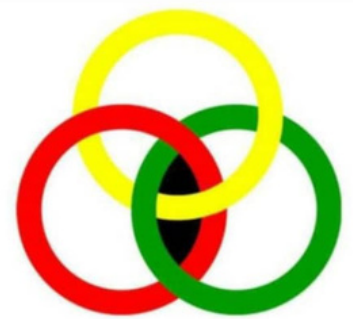
We celebrate Admore and the entire third cohort of alumni—changemakers who continue to transform lives and drive positive change across the country.





# NEWSLETTER: HARARE & CHITUNGWIZA DISTRICT

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**TEACHFORZIMBABWE**  
**August 2025**



## Second Term Newsletter

The winter term has come to a close and while the weather was chilly, I am happy to say that Harare district fellows did not go into hibernation this winter but were operating full throttle, making strides and going the extra mile. The consistent positive feedback I received from school heads during the termly visits is surely testimony of the good work that we continue to strive to achieve. As the district coach, foundational learning has been a core focus and that has meant going back to the books to really understand what it will take to ensure that learners are taught at the right level and that our teachers are capacitated with resources to make sure they can carry out their daily tasks. This term fellows at Ruvimbo Special School, Epworth Primary, Warren Park 5 Primary, Mabvuku Primary, Nharira Primary and Dunnottar Primary received textbooks for their respective grade levels, pencils and crayons. For all these schools this was a much-needed resource, as textbooks in schools are rare, with some schools reporting that this was the first set of textbooks for learners as the school only has textbooks that are shared by the facilitators.

The fellows have continued to embrace the leadership challenge in their respective roles and have done amazing things in their classrooms and communities, as you will see in this newsletter. At Dunnottar Primary, 150 learners went to the New Parliament, National Heroes Acre, Museum, and Long Chen Play Centre as the first ever school-organized trip. In Epworth, our fellow scooped the Methodist Worker of the Year Award; in Mbare, Simbabrashe's life has been transformed due to a fellow's unrelenting efforts to ensure that his medical condition is rectified; and in High Glen, students with intellectual disabilities travelled to Masvingo to participate in sports competitions. This is only the tip of the iceberg, so grab a hot chocolate in this windy August weather and be warmed as you discover the immense work that our fellows are doing in their different communities.

Here is to the city that never sleeps and whose tenacity is never chilled by the winds of winter.

Coach Wadzanayi Gorimani  
Harare & Chitungwiza District



## Harare Hosts Workplace Tour

On 4 August, 36 Form Six students from eight Mutoko schools, accompanied by four teachers, visited DHL Zimbabwe and Chloride Zimbabwe to gain exposure to real-world career opportunities. The day began with introductions at DHL's head office, where Coach Stern Zvavamwe and staff shared guidance on career exploration using the acronym PURPOSE and emphasized self-awareness, attitude, and opportunity. Students learned about various career paths, personality alignment, and the importance of skills and mindset. Staff from DHL's commercial team and customs specialists shared insights from their personal career journeys.

Students were then divided into groups to tour DHL Express, DHL Global Forwarding (DGF), and head office operations. They observed logistics, customs, client relations, IT, HR, sales, marketing, and dispatch departments, engaging in interactive sessions and one-on-one discussions with staff about their roles, qualifications, and career paths.

On 5 August, students visited Chloride Zimbabwe, a renewable energy and battery manufacturing facility. The students toured the plant in groups, witnessing each stage of lead-acid battery production—from scrap processing and smelting to plate production, assembly, initial charging, testing, and final packaging. Following the tour, departmental staff presented on roles in sales, marketing, HR, administration, and operations, sharing the qualifications and career paths that led them to their positions. The students engaged actively, asked questions, and expressed gratitude for the experience, describing it as a rare and valuable opportunity.





## Teach For All EdLaunch Comes Alive in Harare on 30 May 2025

EdLaunch is an intensive, year-long incubator for early-stage entrepreneurs who are alumni of Teach For All network partners across Africa.

2025 marked the debut of the EdLaunch Africa Program, an initiative designed to support alumni in developing bold, scalable solutions that expand educational opportunities for children. What an honour it was for this inaugural edition to be hosted in Zimbabwe!

Over 80 applications were received, interviews conducted, and a rigorous selection process led to 14 finalists. Among them was our very own Sandra, representing the spirit of innovation and leadership. Before pitching in Harare, these entrepreneurs participated in a 12-week boot camp, strengthening their ventures and preparing for the final showcase.

The energy, passion, and brilliance in the room were palpable as alumni presented youth-led solutions for a better world. On the day of the final pitch, each delivered confident, compelling 10-minute presentations that impressed a panel of regional experts. The top five ventures walked away with financial support and ongoing mentorship for a year to accelerate their impact.

Congratulations to the five winning ventures:

- Flowing Wisdom (Teach for Kenya): Builds menstrual health awareness hubs within communities through sessions, interactive guidebooks, and mentorship.
- Kach-Up Learning Hub (Teach for Uganda): Uses a teaching-at-the-right-level framework to run foundational learning interventions.
- Stand Up 4 Mental Health (Teach for Kenya): Offers art-based mental health support for neuro-divergent students.
- TechKids (Teach for Ethiopia): Delivers ICT curriculum for children in low-budget schools in Bahir Dar City.
- Vocational Skills and Empowerment Foundation (Teach for Nigeria): Equips students with job-ready skills.

We celebrate these trailblazers and look forward to forging amazing connections that will lead to locally-rooted solutions to our continental challenges. Keep an eye out for next year's EdLaunch application period—you might just be the next innovator shaping Africa's educational landscape!



## Creating an Inclusive Education for All: Simbarashe's Journey with Felistas Nyembe

**"A little more persistence, a little more effort, and what seemed hopeless failure may turn to glorious success." — Elbert Hubbard**

For some educators, teaching is more than a job — it is a calling. Such is the case for Felistas Nyembe, a foundational literacy teacher at Nharira Primary in Mbare.

Among the many children she has taught, one little boy left an indelible mark on her heart. Simbarashe, born with clubbed feet, spent years watching other children run and play while he struggled to walk. His mother, abandoned by her husband, carried the heavy burden of raising him alone. When Simbarashe began ECD A in Felistas's class back in 2021, she immediately noticed his condition — and vowed to help him live a fuller life.

Though her efforts initially bore no fruit, Felistas never gave up. In Shona we say, "apunyaira haashaye misodzi" — persistence will eventually pay off. That persistence bore fruit when, while browsing social media last year, she came across a call for children with clubbed feet. With joy, she connected Simbarashe's mother to the opportunity, guiding them through the process.

At the start of 2025, Simbarashe's journey to recovery began in Bulawayo, thanks to donor support. He has since undergone five corrective surgeries and physiotherapy — care his family could never have afforded on their own.

Today, Simbarashe walks proudly to school, plays football with friends, and dreams of becoming a doctor so he can help children like himself. Thanks to one teacher's persistence and one act of generosity, a young boy who once struggled to walk now steps boldly into his future.





## **Embracing Diversity, Promoting Equity, and Creating a Supportive Environment for All Students: Patricia Madziya**

Creating an inclusive educational environment is essential for the academic success and personal growth of all students. Inclusion ensures that every learner, regardless of background, abilities, or learning needs, has equal access to educational opportunities. This approach not only benefits students with special educational needs but also enriches the learning experience for all, promoting understanding and collaboration among diverse groups. Patricia Madziya, a special needs teacher at Ruvimbo Special School in High Glen District, Harare, has dedicated her work to promoting inclusive education for all learners.

Her goal is to ensure that every child, regardless of ability, receives quality education, support, and the opportunity to thrive. In her classroom, she focuses on creating a safe, supportive, and engaging learning environment, employing a range of teaching strategies and individualized learning plans tailored to each learner's needs to ensure no one is left behind. Beyond academics, Patricia leads hands-on projects like broiler keeping and gardening, equipping learners with life skills, discipline, and economic independence, while also actively involving them in sports such as volleyball, netball, and tag rugby. This term, she organized participation in the ZimCare Trust Sports competitions at Ratidzo Special School in Masvingo, where 20 learners from Ruvimbo Special School competed in athletics, tag rugby, discus, shot put, and soccer. Her learners achieved remarkable success, with Christabel winning silver in the 200m race, Samuel earning gold in shot put and silver in discus, and Alisha claiming bronze in both shot put and discus. Out of 11 schools across Zimbabwe, Patricia's team placed 7th overall, bringing home five medals—a true testament to the power of inclusive education and her unwavering dedication









# Epworth Primary STEM Club Takes Flight With Nyarai Chimhete

It is with great pleasure that I write this article for Teach For Zimbabwe. Through the TFZ training program, I have been exposed to community development work and have learned to embrace the potential and creativity that exist in marginalized communities—opportunities I never imagined I would experience personally.

This term saw the growth of the STEM Club at Epworth Primary School. What began as a small group of learners has now transformed into a thriving hub of innovation, particularly empowering underprivileged girls. Organizations such as FAWEZI have recognized the club's potential and provided support, helping us nurture students' passion and interest in STEM. It's evident that we are cultivating the engineers of tomorrow.

Our learners have participated in several competitions and fairs, including the STEM Fair at Domboramwari High School, where they won prizes and received stationery. They also took part in the District Annual Sports, Science, and Arts Festival (DASSAF) and the recently launched Harare Schools Heritage Clubs at Queen Elizabeth High School, showcasing gadgets they had created. Their achievements surprised many and challenged perceptions about learners from marginalized communities.

In addition to STEM, I have been involved in rabbit husbandry, raising breeds such as New Zealand White and Flemish Giant. Our rabbits were showcased at DASSAF, qualifying for the Provincial Annual Sports, Science, and Arts Festival (PASSAF), and will also be displayed at the Harare Agricultural Show on the EPMAFARA district stand.

Through these initiatives, our learners are not only gaining academic and practical skills but also confidence, creativity, and leadership—essential tools for their future success.

# Beyond the Classroom: Sekai Marimo's Journey to Holistic Education

**“I hear and I forget, I see and I remember, I do and I understand” – Sekai Marimo's approach to holistic education.**



At Dunnottar Primary, Sekai Marimo is a teacher quietly inspiring change. A passionate foundational literacy and numeracy educator, she believes in holistic learning: educating the whole child, beyond just academics. This philosophy drove her to organize the school's first-ever educational day trip, taking 150 learners, accompanied by 16 staff members, to the Zimbabwe Heroes Acre, New Parliament, Museum, and Long Chen Play Center.

Sekai's fellowship journey began at Rukau Primary School, but she had to defer due to unexpected life circumstances. Undeterred, she reapplied and was placed at Dunnottar Primary, where she now works passionately with Grade 1 learners. Recognizing the transformative power of experiences beyond the classroom, Sekai meticulously planned the trip. She engaged the school administration, secured Ministry of Education clearance, rallied her colleagues for support, and coordinated logistics, payments, and t-shirt sizes across grade levels.

The trip's success is a testament to Sekai's perseverance, collaboration, and dedication to providing learners with opportunities they might never otherwise experience. The smiles and curiosity captured in the photos speak volumes about the impact of her efforts on these future leaders.

Sekai Marimo with her learners at the National Heroes Acre and the New Parliament building, Westgate, Harare.





# Early Mental Health Awareness to Empower Youth: Leobar Muhala

Zimbabwe has seen a growing awareness of mental health issues over the past decade, shifting from historical stigmatization to a more open dialogue about mental health. However, the country still grapples with a critical shortage of mental health professionals, with fewer than 20 psychiatrists available for a population of over 16 million people.

Challenges in Zimbabwe in hyperinflation, political instability, and the impact of Covid-19 have exacerbated mental health problems. Major depressive disorders, anxiety, and substance use disorders are on the rise. Recent statistics indicate that Harare alone recorded over 50 suicide cases in the first seven months of this year, with a concerning trend among the youth.

Leobar Muhala is an Early Childhood Development (ECD) teacher who holds a degree in Sign Language and is currently teaching at Mabvuku Primary. Seeing the plight of mental health on her students and community, she has partnered with Promotion of Health, Opportunity, Equality, Benevolence and Empowerment (P.H.O.E.B.E), an organization working in the Mabvuku Tafara area. The organization delivers support services to women and girls with mental health issues, challenges all forms of gender-based violence, and empowers women to lead safe, fulfilled lives. P.H.O.E.B.E challenges the stigma associated with mental health through education and community engagement.

Today, her school is one of many in the Harare area benefiting from in-school workshops about mental health and other issues, as well as sporting activities and drama classes. Every Monday, grade 3 to 7 learners at Mabvuku Primary enjoy a visit from P.H.O.E.B.E representatives, who give them talks on mental health and drugs. Each week introduces a new topic and activity, and students now look forward to this constant interaction. Behaviour change has been noted in some students, and at the end of each term, outstanding student participants receive champion badges. Leobar hopes that this early mental health awareness will groom students who are healthy and able to make sound decisions, avoiding the drug and substance menace that has engulfed Zimbabwean youth.

Besides raising mental health awareness in students, P.H.O.E.B.E has trained local teachers in child safeguarding and mental health, covering topics such as basic training in child wellbeing, abuse and protection, designated safeguarding lead training, and assistance in developing schools' safeguarding policies. Leobar has been a key beneficiary of this training.





## Transformative Power of the Teach for Zimbabwe Fellowship: Fortunate Sithole & Sithabisisiwe Zilala

Eight months into their fellowship, Fortunate Sithole and Sithabisisiwe Zilala reflect on how the Teach for Zimbabwe (TFZ) experience has shaped their careers, lives, and impact on learners.

Fortunate Sithole – George Stark High

“When I look back at my journey as a TFZ fellow, I am left with a sense of joy, achievement, and a trail of impact that is visible, though it hasn’t been a walk in the park. Being stationed at George Stark High, in a high-density suburb of Mbare, has required resilience, dedication, and a firm hand to instill values, break vices, and shape learners into responsible, decent citizens of tomorrow.

Teaching is at the core of my work, but it extends far beyond the classroom. I engage with learners with empathy and purpose, and the relationships I have built with them are now stronger than ever. Learners invite me to extra lessons during their free time, and I proudly answer their calls. Outside the classroom, I guide learners in counseling, sports, entrepreneurship, and life skills. Gender equality, inclusion, and sensitivity are emphasized in every activity, from women’s soccer to entrepreneurial training.

On a personal level, the fellowship has transformed my mindset. I now approach life with optimism and a sense of social responsibility. Inspired by TFZ, I started a poultry project and a small vegetable garden, which not only supplement my income but also reinforce the entrepreneurial skills I encourage in my learners.”





Sithabisiwe Zilala – Warren Park 5 Primary

“My name is Sithabisiwe Zilala, and I teach Early Childhood Development (ECD) at Warren Park 5 Primary. This year, our ECD class has grown tremendously, thanks to the support and resources provided through the TFZ program. Our learning environment has become more interactive and engaging, and the donation of English and Mathematics textbooks has been invaluable for planning lessons that meet each child’s needs.

Our learners have made steady progress in core developmental areas, including:

- Recognizing and writing basic letter sounds (phonics)
- Counting and identifying numbers up to 10
- Participating in storytelling and class discussions
- Improving fine motor skills through cutting, tracing, and drawing
- Developing independence and teamwork skills

I am grateful for the unwavering support from our partners and the community. Every lesson, every opened book, and every smile in the classroom reflects the commitment to early childhood education. Siyabonga, Tinotenda zvikuru!”



# Play, Create, Learn: Ellen Gava's Innovative Approach to Infant Development



Being a resourceful teacher is about more than delivering lessons—it's about engaging learners, nurturing their strengths, and addressing their unique challenges. In under-resourced classrooms, this often requires creativity and innovation, especially in infant grades, where play is an essential part of learning and development.

Ellen Gava, a foundational literacy expert in Harare, recognized the importance of play in her classroom but faced a common challenge: playdough, a vital tool for hands-on learning, was a luxury. Undeterred, she improvised, creating playdough from flour, salt, cooking oil, cream of tartar, and paint—a simple solution that provides all the benefits of store-bought alternatives.

Playdough offers numerous developmental advantages for young learners:

**Fine Motor Skills:** Rolling, pinching, and squeezing strengthen finger muscles and improve hand-eye coordination, laying the foundation for writing and other tasks.

**Creativity & Imagination:** Children can mold and shape the dough, engage in symbolic play, and explore imaginative ideas.

**Communication Skills:** As they describe their creations, learners expand their vocabulary and practice expressing ideas clearly.

**Social Interaction:** Playdough encourages collaboration, sharing, and negotiation, fostering essential social skills.

**Emotional Regulation:** The tactile experience can be calming, helping children transition smoothly between activities.

**Critical Thinking & Problem-Solving:** Experimenting with playdough challenges children to think creatively and find solutions.

By incorporating homemade playdough into her lessons, Ellen keeps children engaged while supporting their cognitive, social, emotional, and physical development. Her innovation demonstrates that limited resources need not limit learning. With creativity and dedication, even simple materials can transform the classroom experience and ensure that young learners thrive.



# Conclusion

From pioneering STEM clubs to organizing first-ever educational trips, promoting inclusive education, and championing mental health awareness, the Harare fellows have shown unwavering dedication, creativity, and leadership. Each story reflects their commitment to nurturing learners' potential, inspiring communities, and creating lasting impact. As we look back on this term, it is clear that these fellows are not just teaching—they are shaping futures, building confidence, and fostering a generation of empowered, curious, and capable young Zimbabweans.



# NEWSLETTER: MUTOKO & MUDZI DISTRICT

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## Second Term Newsletter

As Mutoko District we have indeed emerged as one of the most remarkable districts to date even if I may say so myself. Thanks to the dedication, vision and tenacity of both the fellows and coach, we have grown the vision and executed the mission.

And of course we have been working tirelessly within the schools to manifest the vision of a holistic education in rural Zimbabwe.

How?

Well, through the Foundational Literacy and Numeracy learning initiatives, learners are not only excelling academically, their deep understanding of the subjects has grown immensely. This success is reflected in the many stories of impact and outside the classroom which you will read about here.

The picture is not without its flaws however despite the numerous challenges, our fellows are taking extraordinary steps to ensure that the learners receive quality education. They are implementing innovative initiatives from entrepreneurship driven projects such as goat farming, gardening and tombstone-making to engaging learners in sporting activities with the hope to nurture talent, team work and discipline. These efforts have created a vibrant and holistic educational environment that goes beyond textbooks. And we have sown the seeds of creativity, cultivated practical skills and grown leadership in our learners.

We had the honour of hosting visitors from

Teach for ALL, the Education Out Loud Regional Management Unit and Teach For Zimbabwe board members. Thank you for taking the time to appreciate our district's breathtaking views and the inspiring work being carried out in the schools. A kind word and moment of appreciation go a long way and as we read this letter we hope we continue to rise to the occasion of your expectations.

Mutoko! We are a testament to what can be accomplished when passionate educators motivated learners and supportive communities work together towards a shared vision of educational excellence

Mutoko! We are champions.  
Coach Gladys Gumunyu  
Mutoko and Mudzi District Coach





## Mutoko Hosts Career Fair!

On the 20th of June, Mutoko Government High School hosted yet another vibrant career fair, bringing together students, educators, and community partners to explore future pathways. In the weeks leading up to the event, regular Wednesday meetings were held to track progress and coordinate preparations, including the creation of informative STEM career charts that were displayed during the day.

The fair welcomed students from ten schools, with over 350 learners in attendance. The day began with an address from the DSI, who encouraged students to seize the opportunity to ask questions and learn about the diverse career paths available across different fields. A-Level students were grouped by their areas of study—Science, Arts, and Commercials—and rotated through various career stations. O-Level learners, meanwhile, were organized into groups of 20, visiting all stations to help guide their future choices.

Coach Stan provided invaluable insight into non-traditional careers, sharing his experiences as a life coach, the nature of his work, the challenges he faced—including parental resistance—and the dedication required to succeed in unorthodox fields. Students also received practical guidance on CV writing and interview readiness. Feedback from participants was overwhelmingly positive, with many expressing that the session helped them better understand and plan their career ambitions.

We extend our heartfelt gratitude to DHL for their continued partnership in making this event a reality. We also thank all the organizations and volunteers who participated, including Teach For Zimbabwe staff, Rotary, Coach Stan, and the medical students. Their dedication and support ensured a successful and impactful career day for all learners involved.



# Eliminating Period Poverty Through Sustainable Sanitation: Tabeth Jasi

At Nyakabau Primary School, a group of 15 enthusiastic Grade 7 girls is quietly leading a quiet revolution—one pad at a time. As a Teach for Zimbabwe fellow, I am thrilled to share the story of our Girls' Pad Making Club, a space where learners are not just creating reusable sanitary pads, but also building confidence, resilience, and self-reliance.

## My Motivation

As an educator, I have seen firsthand how the lack of adequate sanitary products can disrupt girls' education and affect their self-esteem. I wanted to create a sustainable solution that empowers girls, breaks the stigma surrounding menstruation, and promotes confidence in our community.

## Our Success

Through creativity, dedication, and collaboration, our club has successfully developed reusable sanitary pads. Along the way, our learners acquired new skills, overcame challenges, and crafted a product that is both eco-friendly and cost-effective.

## Impact and Next Steps

The Girls' Pad Making Club is more than just a project—it is a platform for empowerment, education, and community engagement. Beyond producing pads, it inspires girls to take charge of their health and education, while encouraging peers and community members to support them. Our work is creating a lasting impact, and we are committed to expanding our reach, inspiring more girls, and continuing to break barriers around menstrual health.





## Bringing Water Back to School: Viola Mutambudzi's Rehydrate the Dehydrated Project at Tsiga Primary School

At Tsiga Primary School, long plagued by the lack of water, Viola Flo-Jo Mutambudzi, a dedicated Teach For Zimbabwe fellow, refused to accept “impossible” as an answer. When she first arrived, the school had no water source on site. The nearest protected source was a borehole almost a kilometer away. Teachers and learners had no access to water for drinking, washing hands, cleaning toilets, or even managing menstrual hygiene—a challenge that left the school vulnerable and students disadvantaged.

### Learning from Challenges

Initially, Viola launched the “Rehydrate the Dehydrated” project with four 80-liter reservoirs fitted with taps. Unfortunately, the reservoirs were later repurposed for other initiatives, leaving the school waterless once again. But Viola did not give up. She reflected on her first attempt and realized that trying to solve the problem alone wasn't enough. Change, she knew, would require collaboration.

### Teamwork Makes the Dream Work

This time, Viola partnered with the Deputy Head, SDC members, and other key stakeholders in the community. Together, they brainstormed practical, achievable solutions to bring water back to the school. Given the resources at hand, the team agreed to draw water from the nearby unprotected well—a solution that, while not perfect, would immediately address urgent needs.

Through persistent advocacy and coordination, the school agreed to purchase 400 meters of piping. By June 2025, water was finally flowing into Tsiga Primary School, marking a monumental milestone in the Rehydrate the Dehydrated project.





## Impact Beyond the Pipes

The impact has been profound:

- Toilets can now be cleaned properly.
- Girls have access to bathing facilities during their menstrual cycles.
- Gardens can be watered, supporting food and nutrition initiatives.
- Handwashing with soap is now possible, reducing the risk of disease.
- Teachers living on-site can perform household chores more easily.

While the water isn't yet safe for drinking, the risk of cholera and typhoid has been significantly reduced. More importantly, the project symbolizes hope, resilience, and the power of collaboration. What once was a waterless school is now taking confident steps toward a healthier, safer, and more dignified learning environment.

## From Sweat Comes Sweet

Viola's determination since March 2024, culminating in this successful installation in June 2025, proves that perseverance and teamwork can bridge the gaps between urban and rural realities—not just academically, but in every aspect of life. The Rehydrate the Dehydrated project is more than a solution; it's a triumph of persistence, community engagement, and the unwavering belief that small steps can lead to monumental change.





## Goat Farming at Kotwa: Chiwesi Kelvin's Vision in Action

At Kotwa Primary School, Chiwesi Kelvin, a passionate fifth cohort Teach For Zimbabwe fellow, turned a dream into reality. From the outset, Kelvin envisioned a thriving goat and sheep project that would teach students practical skills, foster entrepreneurship, and deepen their connection with nature.

With the support of the school administration, the project began in late 2024 with just five goats and five sheep, right after Kelvin completed his TFZ pre-institute training. But under his guidance, the initiative quickly took off. Students eagerly joined in, learning to care for the animals, manage the farm, and take pride in their responsibilities.

Today, the farm boasts over 70 healthy goats, and students have even started selling goat milk and meat to the local community. Beyond boosting the school feeding program, the project has become a source of sustainable income and hands-on learning. Kelvin's dedication inspired the School Development Committee, teachers, and students alike, creating a culture of ownership and hard work.

The Kotwa farm has become a model for other schools and local farmers, demonstrating how agriculture can drive economic growth and nurture the next generation of farmers, entrepreneurs, and leaders. For Kelvin, seeing his students thrive in the farm project is a reward in itself—a legacy of skills, confidence, and empowerment that will continue to grow for years to come.

Thanks to the training and support from Teach For Zimbabwe, Kelvin has been able to transform his vision into a vibrant reality, proving that with dedication and guidance, sustainable school-led projects can create lasting impact.









# Quality Education Initiatives: Masenda High with Masengu Vincent

At Masenda High School, transformative education is taking center stage. Masengu Vincent, a passionate 5th Cohort Teach For Zimbabwe fellow, has been leading a range of initiatives designed to enhance learning, foster leadership, and equip students with practical skills for life beyond the classroom.

## **Boosting Literacy, Numeracy, and STEM Learning**

To strengthen foundational skills, Masengu has implemented targeted literacy and numeracy interventions for students in Forms 1–4. Early results are promising, with reading comprehension improving by 20% and math problem-solving skills increasing by 15%.

In addition, hands-on STEM education is being introduced through a newly established computer lab equipped with eight desktops. This initiative aims to spark curiosity, develop practical skills, and prepare students for future careers in science, technology, engineering, and mathematics.

## **Nurturing Transformative Leadership**

Leadership development is a core part of Masengu's approach. Students are taking on meaningful roles through a newly formed student council, which provides opportunities for decision-making and collaboration. Mentorship programs complement this, building learners' confidence, self-esteem, and sense of responsibility toward their peers and community.

## **Skill-Building for Real-World Impact**

Practical skill-building is central to preparing students for life beyond school. Masengu has introduced vocational training programs in agriculture, detergent making, and tailoring, empowering students to be self-sufficient while contributing positively to their communities. Additionally, learners are engaging in outreach projects and volunteer work, fostering empathy and social responsibility.

## **Looking Ahead**

The journey at Masenda High School continues with ambitious goals for the next quarter: expanding literacy and numeracy programs, launching a new entrepreneurship initiative, and strengthening partnerships with local organizations to amplify the school's impact.

Through these efforts, Masengu Vincent is ensuring that Masenda High School is not only a place of learning but a hub for growth, innovation, and community engagement—preparing students to thrive academically and socially.

# Dendera High: Fostering Excellence in Sports, Climate Action, and Entrepreneurship: Irene Murimakamwe



Term 2 at Dendera High School has been buzzing with energy and excitement, and fellow Irene Murimakamwe came prepared, having planned her scheming during the holiday to ensure a productive and engaging term for students.

## Sporting Achievements

Sports took center stage this term, with Irene serving as the school's Netball Coach. Both the U17 and U20 teams showed remarkable improvement, becoming zonal champions and advancing to district competitions, where they proudly scooped Silver medals. Recognizing the importance of inclusivity, Irene established a Netball Club that welcomes young ladies from the community, providing them with opportunities to learn, grow, and develop their skills.

## Climate Change Action

Demonstrating her commitment to environmental stewardship, Irene founded the Green Guardians Club, empowering students to take actionable steps against climate change. This initiative aligns with Sustainable Development Goals and encourages students to engage in activities such as planting trees and creating a school orchard, with more exciting projects planned for the next term.

## Entrepreneurship in Action

Irene's entrepreneurial spirit has also inspired students. She has been actively involved in baking birthday cakes, using her monthly Teach For Zimbabwe allowance to purchase ingredients. This venture not only supports her passion but also models entrepreneurship, creativity, and financial independence for her students.

Through sports, environmental action, and entrepreneurship, Irene Murimakamwe is shaping well-rounded learners who are empowered to lead, innovate, and make a positive impact in their community.



# Goats for Green Futures: Kudzanai Nyamajiwa's Transformative Initiative at Jairos Jiri Mukombwe Primary School

At Jairos Jiri Mukombwe Primary School, nestled in Hoyuyu Mangondo Resettlement Scheme in Mutoko District, farming is a way of life. Yet, the unpredictable rains and poor harvests driven by climate change often made it difficult for parents to provide for their children. It was against this backdrop that Nyamajiwa Kudzanai, a passionate Teach For Zimbabwe 4th Cohort fellow, embarked on a project that would change lives: goat rearing.

## From Vision to Action

Nyamajiwa saw an opportunity to teach learners valuable agricultural and entrepreneurial skills while addressing hunger and poverty. With the school's vast land, he knew that a goat project could provide not only sustenance but also income-generating opportunities for the learners and the broader community.

On 20 September 2021, he launched the project with just two goats, funded by a generous \$40 USD donation from a local company, New Obsidian Granite. Despite initial challenges—from predators to disease—Nyamajiwa persisted, researching breeds, learning best practices, and adapting strategies along the way.

## Growing Impact

Today, the project has blossomed: Jairos Jiri Mukombwe Primary School now boasts over twenty goats, producing fresh milk, meat, and manure for the school garden. Students are actively involved, learning animal husbandry, gardening, and entrepreneurship skills. The manure from the goat project is now being used to fertilize a developing orchard, creating a sustainable cycle that enhances nutrition and combats shortages for the school feeding program.



## Community and Environmental Benefits

The "Goats for Green Futures" project has had a profound ripple effect:

- Nutrition: Fresh meat and vegetables have improved students' health and well-being.
- Income generation: Sale of excess produce has funded school programs, including staff toilets and infrastructure improvements.
- Sustainability and environmental awareness: Students and local farmers are learning and applying eco-friendly farming practices.
- Community engagement: Farmers in the area are now trained and inspired to adopt similar initiatives, creating a culture of collaboration and resilience.

Nyamajiwa Kudzanai's goat project is a powerful reminder that with vision, dedication, and creativity, even small beginnings can yield transformative results. Through his work, learners are not only gaining practical skills—they are stepping into a future full of possibilities, empowered to create change in their own lives and communities.







## Innovating Education and Community Development: Douglas Chatiza at Mudzonga Secondary

Douglas Chatiza, a Teach For Zimbabwe fellow stationed at Mudzonga Secondary School along Nyamapanda Road in Mutoko District, is on a mission to bring equity, innovation, and quality education to learners, teachers, and the wider community. With a strong vision for positive impact, Douglas strives to ensure that every student has the opportunity to reach their full potential while fostering supportive relationships between students, parents, and teachers.

### Providing Quality Education

At the heart of Douglas's work is a commitment to high-quality teaching. He ensures students receive daily exercises, fortnightly tests, and constructive feedback. By tracking student performance and identifying areas needing attention, he continuously works to elevate learning outcomes and strengthen classroom engagement.

### Bringing Technology to the School and Community

Understanding the power of technology in education, Douglas leveraged a Starlink kit to bring internet access to both the school and surrounding community. This development has been transformative: learners can now access online resources, teachers can deliver lessons more effectively, and community members are able to benefit from educational opportunities in the digital era.

### The Tombstone Project: Entrepreneurship in Action

Beyond the classroom, Douglas has turned his entrepreneurial spirit into a community development project. He initiated a tombstone, floor tile, and window seal project, starting small with limited resources and one worker. Today, the project has expanded to three workers due to increasing demand, demonstrating the impact of combining innovation with practical skills.

### Conclusion

Douglas Chatiza expresses gratitude to Teach For Zimbabwe for the opportunity to be part of a fellowship that values innovation and community impact. He remains committed to creating positive change in the lives of learners, teachers, and the broader community.



## F: Paradza: St Arnold Primary School, Mutoko

Warm greetings from the quiet yet vibrant community where I serve as a Teach For Zimbabwe Fellow. I am currently stationed at St Arnold Primary School, and I'm honoured to share a glimpse of my experiences, challenges, and small victories with you.

### Life in the Community

Living and working in a rural area has been both humbling and eye-opening. The sense of community here is powerful — parents, teachers, and learners support one another in ways that remind me what true Ubuntu means. I've had the privilege of participating in village clean-up campaigns, traditional ceremonies, and community gardening projects, all of which have deepened my understanding of rural life and values.

### In the Classroom

I teach a mixed-grade class with limited resources but unlimited potential. Many learners walk long distances to school every day, and yet, they show up eager to learn. We've turned bottle tops into counters and drawn charts on manila paper to make learning more interactive. Recently, I introduced storytelling sessions to boost reading and confidence — and the results have been heartwarming.

### Challenges and Growth

One of the toughest challenges is the shortage of textbooks and teaching materials. But it's also an opportunity to innovate. With support from local stakeholders and creativity, we're making learning come alive even without modern tools. Personally, I've grown more patient, resourceful, and empathetic. Every day, the learners remind me why I chose this path — to make a difference.

### Looking Ahead

My goal for the coming term is to introduce a small reading corner/library in our classroom and start a "Girls in Leadership" club to empower female learners. I'm also collaborating with other Fellows on ways to improve learner attendance and retention in rural schools.





## Nyasha Gwenzi: Innovating and Empowering at St Arnold Primary School

My name is Nyasha Gwenzi, and I am a fellow at St Arnold Primary. I aspire to be an innovative leader who brings equity to the classroom and creates a positive impact in the community where I work.

Since becoming a fellow, I have realized that a teacher's role in the classroom is of immense importance. A teacher can shape or hinder a learner's future. With love, care, and support, learners can thrive and overcome challenges. Teaching primary school learners how to read and write has been one of my greatest achievements.

Beyond the classroom, I have started a guidance and counseling club in partnership with fellows from our nearby secondary school. Our goal is to reduce early marriages and school dropouts among learners, which often occur due to cultural and religious practices. Through awareness campaigns and support from organizations like CAMFED, we educate learners and the wider community about the importance of continuing education for girls.

I also launched a vegetable garden with the learners to provide hands-on skills. We secured a portion of land from local leadership because the school did not have a sustainable water source at the time. Our vegetables are thriving; some are sold, while others support the school feeding program.

### **Bringing Technology to the Community**

With support from Teach For Zimbabwe, we received a Starlink kit. We educated school authorities, including SDC members, on the importance of technology in modern learning. The school now has a solar system to power the setup, making teaching and learning easier and more engaging for both students and teachers.

### **Entrepreneurship and Livelihood Projects**

I also started a rabbit project, beginning with three rabbits—one male and two females. The project has grown steadily, with the rabbits successfully reproducing, providing an additional source of nutrition and income for the school.

### **Conclusion**

I am deeply grateful to Teach For Zimbabwe for giving me the opportunity to serve as a fellow. This role allows me to innovate, be creative, and positively impact both learners and the community. I look forward to learning more, acquiring new skills, and continuing to make a lasting difference in the lives of the children I serve.



## **Alousi Mangwende: Empowering Young Lives Through Soccer, Drama, and Sustainable Initiatives**

As a devoted teacher and coach at Muzezuru Secondary School, Alousi Mangwende has dedicated himself to creating positive change in the lives of young learners. His journey with the under-20 girls' soccer team has been incredibly rewarding. Through tireless effort and mentorship, Alousi has nurtured young talent, instilling confidence, determination, and teamwork. His leadership has guided the team to remarkable success, winning both the zonal and district levels—a true reflection of his commitment and the hard work of his players.

Alousi believes in the transformative power of sports. Soccer, for him, is more than a game; it is a tool for building character, resilience, and self-belief. Beyond coaching, he has gone the extra mile to motivate his team, purchasing 22 plastic shooters to encourage peak performance. As the girls prepare for the provincial competition, Alousi's pride in their achievements is palpable, and his dedication continues to inspire them to reach their full potential.

But Alousi's impact extends far beyond the soccer field. Through the drama club he established at Muzezuru Secondary, students are exploring critical social issues such as early marriage and drug abuse. The club provides a platform for learners to express themselves, share concerns, and make informed decisions about their futures.

In addition to sports and drama, Alousi is pioneering a herbal garden in partnership with Ms. Macheka. The initiative promotes sustainable agriculture and holistic wellness, featuring herbs such as basil, peppermint, wormwood, thyme, and aloe vera. Students will learn how to cultivate these plants and use them to create natural remedies, contributing to healthier lifestyles within the school and the wider community.

Through soccer, drama, and sustainable projects, Alousi Mangwende is empowering young girls, fostering social awareness, and promoting well-being. His work exemplifies the transformative potential of dedicated educators and the impact one committed individual can have on a community.





# Misheck Manhando: Rwamba Primary School

## The Brilliant Bunch

At Rwamba Primary School, the Grade 4 remedial class had always been known as the group of strugglers, the ones who fell behind, who battled to keep up with reading, writing, or solving mathematical problems. To me, their teacher, they are a diamond waiting to shine, a treasure waiting to be discovered. I saw their potential, their grit, and their quiet determination, even when they could not see it themselves.

On the first day of our program, I shared a story with them. “There was once a farmer who planted seeds in his field—seeds of flowers and crops. Some seeds sprouted quickly, growing tall and strong in no time. The most stunning flowers, the ones that left everyone speechless, were the seeds that took longer to bloom. Their roots grew deeper, stronger, and when they finally blossomed, their colors outshone every other flower in the field.”

Something shifted in the class that day. I could see the spark of hope in their eyes as they imagined themselves as those extraordinary flowers. Inspired, they made a pact to give their best effort, no matter how slow their progress might seem. The transformation is astonishing. These students, once shy, uncertain, and afraid to make mistakes, are now cheering each other on, sharing tips, and celebrating every achievement, big or small. They begin to understand that learning is not about speed—it’s about persistence, effort, and heart.

Now, the Grade 4 remedial class has taken the school by storm. With unwavering confidence, they stood before their classmates to read, solve problems, and deliver presentations that no one expected. They recited poems, solved puzzles as a team, and proudly showcased their progress.

These students are not just a remedial class anymore; they are the brilliant bunch, a group that proved that resilience, determination, and patience could overcome any challenge. They left an indelible mark on Rwamba Primary School, showing everyone that true success is a journey, not a race.

From day one going forward, the Grade 4 remedial class at Rwamba Primary School carried their newfound belief that no matter how big the obstacle, they had the power to rise above it—one step at a time.



# Petunia Chadya: A Teacher Changing Lives Through Practical Skills

At Masenda High School, Petunia Chadya has made a lasting impact that reaches far beyond the classroom. Serving as both School Health Coordinator and teacher, she has become a role model for innovation and empowerment, introducing practical detergent-making lessons to A-Level students and fellow teachers.

Recognizing the challenges many youths face after school, Petunia saw an opportunity to equip learners with skills that go beyond academics. Inspired by a workshop on detergent-making, she began teaching students how to make dishwashing liquid and liquid cobra detergent using easily accessible materials.

“Education should prepare students for life,” she says. Her goal was for students to leave school not just with knowledge, but with practical skills they could use to earn a living or support their families.

During these sessions, learners learned to measure and mix chemicals safely, follow proper procedures, and test the effectiveness of their products. Using simple ingredients like sulphonic acid, caustic soda, SLES, salt, color, and perfume, students were able to produce powerful, low-cost cleaning agents.

The impact has been remarkable. Students gained valuable technical and entrepreneurship skills, while fellow teachers were inspired to explore innovative ways of teaching. By blending science, entrepreneurship, and practical application, Petunia Chadya continues to exemplify what it means to teach with purpose, empowering learners to thrive both inside and outside the classroom.



# Mushahembe: Road Runner Chicken Production at Nyamuzuwe High



In April 2025, Mushahembe, a Teach For Zimbabwe fellow at Nyamuzuwe High School, used the school holidays to survey the Mutoko District and surrounding villages, exploring the commercial activities

—or lack thereof—taking place in the communities. The survey revealed that nearly 80% of villagers had no ongoing commercial projects. A major challenge identified was the shortage of water, which limited farming and other income-generating activities, especially during the off-rain season.

This insight inspired Mushahembe to introduce a Road Runner chicken production initiative to transform local livelihoods while creating a sustainable market for his poultry business. He began raising awareness about poultry farming, detailing the resources required and offering practical guidance to community members interested in starting small-scale poultry ventures.

Currently, Mushahembe manages four batches of Road Runner chickens, with each batch containing at least ten chickens. The initiative has been warmly welcomed by the community and received strong support from local leadership. Mushahembe plans to expand the project further, offering a full-service model that includes constructing fowl runs and providing hands-on training for community members.

In collaboration with the AREX department, the project also promotes the use of organic manure from the chickens to improve soil fertility. This dual approach—boosting both agricultural productivity and poultry sales—has had a meaningful impact on the school and the surrounding communities, empowering people with practical skills and sustainable business opportunities.



## Hillary Mabhiza: Inspiring Young Talent Through Soccer at Katsukunya Secondary School

At Katsukunya Secondary School, Hillary Mabhiza has been shaping the future of young athletes with dedication and passion. As the coach of the Under-20 girls' soccer team, Hillary has worked tirelessly to develop their skills, foster teamwork, and instill a winning mindset.

This season, the team faced tough competition in the zonal tournaments. Their first match against Manhamba Secondary ended in a hard-fought draw, a moment of pride and motivation for both coach and players. The following matches against Nyadire High School and Chindenga Secondary School proved equally challenging, yet the girls displayed remarkable resilience and determination, drawing all three matches.

Hillary's guidance has helped the team grow in cohesion and confidence. The girls now support each other on and off the field, playing to their individual strengths while building a strong collective spirit. Their hard work and persistence have turned them into a formidable team, and the celebration after each match reflected their pride in what they had achieved together.

For Hillary, the joy comes not just from winning games but from witnessing the growth, resilience, and unity of her players. This season marks a milestone in their journey, and Hillary is excited to see what the future holds as these young athletes continue to develop both on the field and as leaders in their community.



# Conclusion

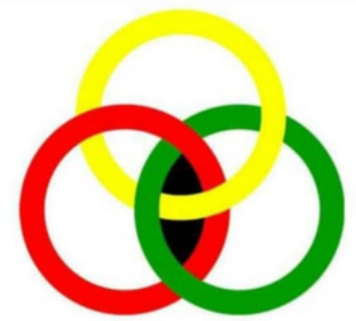
As we close this edition, the dedication and creativity of our Teach For Zimbabwe fellows shine through every story. From empowering girls with sustainable sanitation, to building school farms, nurturing young entrepreneurs, and inspiring excellence in sports and leadership, their work is transforming lives and communities.

These achievements remind us that every effort counts, and together, we are shaping a brighter future for every child in Mutoko District.



# NEWSLETTER: CHIREDDI DISTRICT

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**TEACHFORZIMBABWE**  
August 2025



## Second Term Newsletter

Before we jump into our district coaching updates, let me take a moment to celebrate the heartbeat of Teach For Zimbabwe — our fellows. Each story you read here is more than just a project or an initiative. It's a glimpse into the courage, resilience, and creativity that pulse through our classrooms and communities.

This term, we've witnessed gardens sprouting in dry soil, not just producing vegetables, but hope. We've seen young learners building confidence through ICT and climate education, turning challenges into opportunities. We've followed fellows who, against all odds, are nurturing dreams of entrepreneurship, sustainability, and self-reliance right in their schools.

These are not small victories. They are seeds of transformation, planted by the steady hands and determined hearts of our fellows, watered by their persistence, and flourishing because they believe change is possible.

So, as you read through this newsletter, know that you're not just skimming reports — you are stepping into the living, breathing testament of what resilience, passion, and purpose can do when given room to grow.

Now, with that spirit of celebration in our hearts, let's move into our district coaching updates.

Coach Stedy Chitaka  
Chiredzi District Coach





## A Green Revolution at Chambuta Primary School: Philip Jakarasi

In the small rural community surrounding Chambuta Primary School, where resources are limited but dreams are big, a green revolution is quietly taking root under the guidance of Philip Jakarasi, a Teach For Zimbabwe fellow. Through the Environmental and Plastic Management (EPPM) course he leads, learners are transforming waste into innovative water-saving systems and turning dusty grounds into thriving vegetable gardens.

### **Reviving Nature with Plastic Innovation**

Philip's journey began with a neglected Aloe Vera plant, once stepped on and forgotten. With creativity and commitment, he and his learners gave it a second life. They collected used plastic bottles from around the school, cut and perforated them, and filled them with sand and compost. Arranged in a trench around the plant, the bottles formed a circular, low-cost drip irrigation system. This simple innovation not only saved the plant through slow water infiltration but also significantly reduced plastic waste in the school environment.

### **Growing Beyond Plastic**

Building on that success, Philip expanded their efforts to the school garden. He encouraged learners to get their hands dirty, nurturing vegetables like tomatoes, beans, and leafy greens. The joy and pride on their faces, captured in photos, reflect the transformative power of this work.





### **The garden serves multiple purposes:**

- Practical Agriculture and Teamwork: Students gain essential farming skills while collaborating with their peers.
- Healthy Eating Habits: Growing their own food encourages nutritious eating.
- Ecological Responsibility: These activities reinforce the Earth Charter principles of local participation and environmental stewardship.

### **Environmental Education in Action**

Thanks to Philip's guidance, learners now understand  
How to creatively reuse plastic.  
The importance of plant life and biodiversity.  
That small actions can create a thriving environment.

Philip shared their watering innovation on social media as part of their final project, and the positive feedback inspired both learners and the wider community. He hopes to motivate more schools to adopt similar practices.

This initiative is more than just a school project; it's a movement led by Philip Jakarasi and his learners—young stewards committed to growing food, restoring nature, and managing plastic waste. With knowledge, commitment, and simple tools, they are building a better tomorrow, one seed and one bottle at a time.





## Hearing Beyond Words: How Compassion Transformed Tariro's World

Eunice Maturure, a dedicated education fellow teaching at Citrus Primary School, has always believed in the potential of every child. Working closely with teachers and learners in this rural community, she is passionate about creating opportunities for children to thrive, regardless of their circumstances.

In her classroom, Eunice noticed a quiet boy named Tariro sitting at the back of the Grade 5 group. His eyes often darted around the room, filled with confusion, as he struggled to keep up with lessons. Unlike his classmates, he rarely raised his hand or joined in discussions, and his friendships seemed limited.

Concerned, Eunice approached his teacher. "Does Tariro have a hearing problem?" she asked, her heart sinking. The teacher nodded. "Yes. His parents can't afford hearing aids, and it's affecting his ability to learn."

Moved by Tariro's plight, Eunice was determined to help. A few days later, she learned that a nonprofit supporting children with disabilities would be visiting a nearby school. Seizing the opportunity, Eunice arranged for Tariro and his friend Rendan, who also needed assistance, to attend.

At the event, the joy was palpable. Rendan was fitted with spectacles, and when it was Tariro's turn, he received hearing aids—a gift that could change his life. With gentle hands, Eunice placed the hearing aids in his ears. "Can you hear me now?" she asked, her eyes filled with hope.

Tariro's face lit up as he whispered, "Yes, madam." In that moment, a spark of possibility ignited within him.

From that day forward, Tariro transformed. He became active in class discussions, eagerly participated in group work, and formed friendships he had previously shied away from. His newfound confidence was reflected in improved academic performance.

Eunice's simple act of compassion not only changed Tariro's educational journey but also reinforced her belief that every child deserves the chance to learn and grow. Through her dedication, she continues to inspire both students and teachers, proving that with a little help, every child can shine.



## Angela Dube Plants Seeds of Change at Benzi Primary

In the heart of Benzi, a small rural school in a marginalized community, something remarkable is taking root. Under the guidance of Teach For Zimbabwe fellow Angela Dube, classrooms have spilled outdoors, where lessons on the environment are turning into a way of life.

Angela recently led a tree-planting campaign with her students, putting 30 young plum trees into the soil. “Every tree is a symbol of hope,” she said. “We’re not just planting trees; we’re planting a future.” These trees will one day shade playgrounds, bear fruit, and serve as a living classroom for generations to come.

But Angela’s mission doesn’t stop with trees. She rallied the entire school for a clean-up and waste segregation day. What once seemed like useless rubbish became treasure in the children’s hands—colorful handmade toys, built from discarded materials, crafted with laughter and imagination. “It’s about teaching creativity and responsibility. Our environment is not a dumping site; it’s a resource,” she reminded them.

She also tends to the school’s thriving vegetable garden and livestock, including goats, weaving everyday life into lessons on sustainability, care, and patience. And while she nurtures the land, Angela also nurtures young hearts. Through her Girls’ Club, she mentors girls in self-confidence, leadership, and positive womanhood, preparing them to step boldly into their futures.

Angela is more than a teacher; she is a gardener of both land and spirit, sowing seeds of resilience, hope, and leadership. At Benzi Primary, her influence is blossoming—one tree, one child, one act of care at a time.









Join us in our effort to provide  
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**TEACHFORZIMBABWE**





# Empowering Change: Gugulethu Mhlangu's Journey at Jekero Primary

At Jekero Primary School, Teach For Zimbabwe fellow Gugulethu Mhlangu is proving that teaching is about more than lessons—it's about transforming lives and opening doors of opportunity.

One of the learners closest to her heart is Thandaza, a bright girl whose education was nearly cut short. For years, unpaid school fees cast a shadow over her future, and worsening eyesight made it difficult for her to keep up in class. Gugu couldn't ignore her struggles. Then came a breakthrough: with support from the Shepherds Foundation, Thandaza's outstanding fees were finally cleared. Even more, the long-awaited eyeglasses she needed were on their way to Chiredzi. For the first time in years, her path looked clear.

For Gugu, the moment was transformative too. She could already picture Thandaza's confidence blooming, her hand raised in class, her world opening wider with every lesson she could finally see clearly.

But Gugu's vision extends far beyond one learner. She is determined to lift the whole school community. Through the Shasha Network, an initiative bringing free internet to 100 schools across Zimbabwe and Rwanda, she saw an opportunity to unlock Jekero's potential. The school already had laptops, but without connectivity, they sat underused. Gugu immediately submitted an application, hopeful for change. To her delight, her proposal advanced, and Shasha Network is now working directly with the school head. Reliable internet could soon become a reality, turning Jekero into a hub of research, digital learning, and exploration.

Through her persistence and passion, Gugu is not just teaching—she is bridging divides, breaking barriers, and ensuring her learners step into brighter futures. At Jekero, her impact is felt in every classroom, every smile, and every possibility that now seems within reach.

# Trevor Makondo: Cultivating Hope at Samu Secondary

Far from Chiredzi town, tucked near the borders of Mozambique and South Africa, lies Samu Secondary School. Here, Teach For Zimbabwe fellow Trevor Makondo is proving that even in the most remote places, seeds of change can grow.



Trevor knows rural hardships well—he grew up in the same landscape where textbooks were scarce and exam papers felt like luxuries. Today, he teaches in a community where most parents survive on farming, yet climate change has left fields parched and families struggling. Refusing to let these realities define his students' future, Trevor turned challenge into opportunity.

He introduced a climate-smart agriculture program focused on sorghum farming. The results were nothing short of remarkable: 5 tons of red Swazi sorghum harvested in one season. But the crop's value went beyond food. With the proceeds, Trevor purchased a much-needed printer for the school, finally giving learners better access to exam papers and study materials.

The harvest also supported Trevor's personal dream—completing his home in Chikombedzi Growth Point. For him, every brick symbolizes resilience, proof that sustainable farming can transform lives.

Trevor credits Teach For Zimbabwe for equipping him with tools and knowledge on agriculture and climate education. His students now share in that spark of curiosity, exploring how climate-smart practices can safeguard their future.

At Samu Secondary, Trevor is more than a teacher. He is a cultivator of hope, showing his learners that with innovation, persistence, and courage, even the harshest soil can yield possibility.



# Gabriel Mahungu: A Beacon of Hope at Save Adventist Secondary



In the vibrant landscapes of Chiredzi, where educational resources are limited and challenges run deep, Teach For Zimbabwe fellow Gabriel Mahungu is making a profound difference at Save Adventist Secondary School. With unwavering dedication, Gabriel has turned his classroom into a hub of creativity, critical thinking, and community-building.

Teaching in marginalized areas is no easy task, but Gabriel approaches every challenge as an opportunity. He emphasizes not just academic learning, but also life skills, nurturing students to think critically and solve problems. This term, he introduced “Keeping Layers,” an innovative project designed to help students understand organization, structure, and balance in both their academic and personal lives.

Inside the classroom, Gabriel set up Learning Stations, where students explored layering in various forms—from soil layers in nature to artistic layers in their own creations. The atmosphere was alive with curiosity as students connected these lessons to the world around them. To carry learning beyond the classroom, Gabriel launched a Home Layering Challenge, asking each student to create a “Layering Journal” documenting how they organize personal spaces at home. This exercise encouraged creativity, responsibility, and practical life skills.

But Gabriel’s impact extends well beyond academics. He is deeply committed to fostering teamwork, collaboration, and pride in his school community. Students are working together on a mural celebrating the cultural diversity of Save Adventist Secondary, with each layer representing identity, shared effort, and vision. Additionally, Gabriel designed a school fireplace, providing warmth during chilly winter months and transforming classrooms into more inviting spaces.

Reflecting on his journey, Gabriel shares, “It’s a joy to see my students grow into confident, capable individuals. I want them to leave school not just with knowledge, but with the skills and mindset to thrive in life. Together, we are creating a brighter future.”

Gabriel Mahungu’s story is a testament to what passion, innovation, and care can achieve. Through his initiatives, he demonstrates that even in the most challenging circumstances, education can ignite hope, empower learners, and cultivate meaningful change in the community.



## Benedict Bvunyenge: Advocating for Change in Machoka Community

In the sun-drenched landscapes of Machoka Community, where climate change has made life unpredictable and harsh, Teach For Zimbabwe fellow Benedict Bvunyenge is making a remarkable difference in the lives of his students. Rising temperatures and erratic rainfall have particularly affected vulnerable learners, including pupils with albinism, whose health and educational opportunities are often compromised.

One such learner is Nicole, a bright and determined Early Childhood Development student. The harsh sun worsens her skin condition, affects her eyesight, and makes it difficult for her to engage fully in school. Social exclusion has further complicated her experience, leaving her isolated and affecting both her confidence and academic performance. Recognizing these challenges, Benedict knew he had to act.

Working closely with school authorities, he ensured Nicole could participate in the Malilangwe Netball Tournament, themed “It is better to build a girl than to repair a woman.” With a small banner in hand, Nicole joined the marching procession, her spirit shining despite the challenges she faces. This small but significant opportunity helped her feel included, valued, and empowered.

Benedict believes that ongoing advocacy and community involvement are essential to building Nicole’s resilience. By supporting her participation in events like this and fostering an inclusive environment, he is helping lay the foundation for a future where she can thrive, defend her rights, and pursue her dreams with confidence.

Reflecting on his journey, Benedict says that education goes beyond academics—it is about nurturing confidence, resilience, and a sense of belonging. In the face of climate challenges and social barriers, his efforts provide hope and empowerment for marginalized students, showing that thoughtful advocacy can transform lives and communities alike.





## Immaculate Chigayo: Changing Lives Through Volleyball at Chilonga High School

At Chilonga High School, Immaculate Chigayo has become a transformative presence, inspiring students through her passion for volleyball. Since introducing the sport last year, she has not only elevated athletics at the school but also fostered teamwork, discipline, and a sense of community among learners.

Immaculate didn't stop at traditional volleyball—she brought the thrill of beach volleyball into the school curriculum, giving students a unique, dynamic way to engage in the sport. Her enthusiasm is contagious, and under her guidance, the volleyball team quickly became a force to be reckoned with, achieving notable success in local competitions. These victories are more than trophies—they reflect the hard work, dedication, and values of discipline and perseverance that Immaculate instills in her students.

Beyond the court, Immaculate is a mentor and role model. She has created a supportive environment where learners feel empowered to pursue their passions, build confidence, and form lasting friendships. Through volleyball, students are learning vital life skills—teamwork, resilience, and leadership—that extend far beyond the game.

As she continues to lead her team to new heights, Immaculate's impact is undeniable. She is shaping not just athletes, but confident, capable young people who believe in their potential, both on and off the court.



## Nobukhosi Nyoni: Cultivating Opportunity and Resilience in Makhosiya

In the vibrant community of Makhosiya, resilience isn't just a trait—it's a way of life. Amid daily challenges, residents rise above adversity with determination, creativity, and a deep sense of collective purpose. Resources may be limited, but the will to learn, grow, and create opportunities is boundless. At the heart of this change is Nobukhosi Nyoni, whose initiatives are shaping the future of her community.

One of the biggest hurdles in Makhosiya has long been access to education, particularly the burden of school fees. While support from organizations like BEAM has helped some learners, many families still struggle. Nobukhosi tackled this challenge in a sustainable and transformative way: by purchasing sorghum directly from local farmers. The income this generated enabled parents to pay school fees, buy uniforms, and keep their children in school—restoring dignity and hope for countless families.

But Nobukhosi didn't stop there. She organized a free floor polish-making workshop, equipping community members with practical skills they could use immediately. Some began making polish for household use, while others saw opportunities to sell their products in local markets. The result was empowerment, financial independence, and the pride of creating something meaningful.

Through her work with Teach For Zimbabwe, Nobukhosi has also strengthened learning at Makhosiya Primary School. She facilitated the donation of Mathematics and English textbooks, helping students improve literacy and numeracy skills and boosting their confidence in the classroom.

Recognizing the importance of preparing learners for the future, Nobukhosi also runs ICT lessons for students, many of whom had never interacted with computers before. Step by step, she guides them in typing, navigating software, and understanding basic computing concepts—igniting curiosity, building confidence, and opening doors to new opportunities.

Nobukhosi Nyoni's story is more than a tale of individual achievement. It is a testament to the power of community, collaboration, and determination. Through her efforts, Makhosiya is steadily becoming a stronger, more self-reliant community—one empowered family, one inspired student, and one new skill at a time.





## Melody Jasi: Transforming Education at Chisambinji Primary School

In the vibrant community of Chisambinji, rural Zimbabwe, Melody Jasi is transforming education at Chisambinji Primary School. With a deep commitment to empowering her students, she has introduced innovative projects that blend academic learning with practical, hands-on skills.

**Empowering Learners Through Practical Initiatives**  
Melody has spearheaded several impactful initiatives:

**Agricultural Project:** Students actively cultivate a community garden, growing vegetables like cabbages and onions. Through this experience, they learn sustainable farming practices, environmental stewardship, and the value of hard work.

**ICT Training:** Foundational computer literacy programs for both students and teachers are enhancing digital skills, opening doors to modern technology and online learning opportunities.

**Literacy Program:** A structured literacy initiative focusing on phonics and comprehension has significantly improved reading skills, boosting confidence and classroom engagement.

### Impact on the Community

These projects have not only elevated academic performance but also fostered curiosity, collaboration, and a stronger connection between the school and the local community. Melody's dedication has transformed classrooms into vibrant spaces where learning is dynamic and engaging.

### Looking Ahead

Melody envisions expanding agricultural initiatives and enhancing teacher development to further enrich learning experiences. Her work proves that even in resource-limited environments, passion, creativity, and innovation can empower the next generation to reach their full potential.

Through her tireless efforts, Melody Jasi is not just teaching—she is igniting a spark of possibility in every child, showing that education can thrive, even against the odds.



## Greening Muteo: Risen Mumpande's Journey at Muteo Primary School

At Muteo Primary School, Risen Mumpande, an Environmental Health Practitioner and Teach For Zimbabwe fellow, is transforming the school's environment and inspiring a culture of sustainability. When she arrived, the school garden was overrun with weeds and lacked productivity, made even more challenging by the absence of potable water. Every drop had to be fetched from a distant borehole, making gardening a difficult task.

Driven by her passion for environmental health and sustainability, Risen tackled the challenge head-on. A tap was eventually installed, providing much-needed access to water, and the garden began to flourish. Starting from scratch, she created a nursery for tomato, rape, and covo seedlings, carefully nurturing them until they were ready to be transplanted into the garden. Today, these thriving vegetables are being harvested and sold, bringing life and productivity back to the once-neglected space.

Risen's work goes beyond gardening. She has also started making "mufushwa" from some of the produce, ensuring that students will have relish when the school's food scheme resumes. Through these activities, students are learning practical lessons about sustainable agriculture, healthy eating, and the value of hard work.

Her dedication is more than just cultivating plants—it is cultivating awareness, responsibility, and pride among her students. Risen Mumpande's transformative efforts at Muteo Primary School are a testament to the power of passion and perseverance, inspiring a new generation to appreciate the environment and embrace sustainable living.





# A Story About Grace: A Call for Inclusive Education

In Chiredzi District, Grace, a bright and determined Form 2A student, navigates life with remarkable resilience. Using a wheelchair due to her special needs, she travels 7 kilometers each day from her homestead to school—

—a journey made even more challenging by rough, muddy terrain and the rainy season. Roads often become nearly impassable, and her wheelchair can get stuck, leaving her exhausted before even reaching the classroom.

Last year, the strain became too much, and Grace made the difficult decision to drop out of school. Despite the efforts of teachers, community leaders, and her family, she remained steadfast—until her teacher, Tinowona Sinyolo, decided to take a more personal approach. Visiting Grace at home, Ms. Sinyolo listened as Grace tearfully admitted, “Ma’am, I am dull, so why should I waste my time?”

Determined not to let Grace give up on herself, Ms. Sinyolo began highlighting her achievements and strengths, bringing small treats like freezits and sweets to brighten her days. Gradually, Grace regained hope and agreed to return to school.

Grace is full of talent and dreams. She loves dancing and has a passion for sports, but the lack of adaptive equipment makes everyday life a struggle. Her wheelchair is too large and heavy, often forcing her to push it like a walker rather than glide in it.

This story is a call to action for parents, community members, organizations, and well-wishers to come together and provide Grace with a properly fitted mobility aid. Such support would ease her daily journey, restore her independence, and affirm her right to education.

Children like Grace should never be left behind. Every learner deserves the opportunity to grow, learn, and dream—regardless of circumstance. Together, we can build an inclusive education system where barriers are removed, every child is valued, and every dream has a chance to flourish.

# Nomore Macheke: Championing Equitable Education at Chisambiji Primary School

At Chisambiji Primary School, Nomore Macheke, a dedicated Teach For Zimbabwe fellow, is driving transformative change with a focus on equitable education for all learners. His placement in one of the Malilangwe schools has provided unique opportunities to inspire, uplift, and empower students and the wider community.

A standout moment in Nomore's journey was his involvement in the Girls' Netball Tournament at Benzi Primary School. The event aimed to empower young girls, and Nomore played a key role in its success—helping organize the tournament and distributing awards to the winning teams. His contribution fostered a sense of achievement, confidence, and teamwork among the participants, reinforcing the importance of nurturing talent and opportunity.

Beyond community events, Nomore serves as an ICT specialist at Chisambiji Primary School. He works closely with teachers and students, bridging the gap between theoretical knowledge and practical digital skills. His guidance in addressing ICT challenges has strengthened teaching and learning, earning him appreciation and respect within the school community.

Through his dedication, proactive approach, and commitment to equitable education, Nomore Macheke is making a lasting impact on learners' lives. His story exemplifies the power of education to inspire, uplift, and ensure that every child has the opportunity to thrive.







## **Ngonidzashe Chihuri: Breaking the Cycle of Drug Abuse through Education and Support**

At Buffalo Range Secondary School, a troubling trend had begun to emerge: an increasing number of learners were falling into substance abuse, leading to declining academic performance, absenteeism, and behavioral challenges. The school community was deeply concerned but unsure how to address the issue effectively.

Recognizing the urgent need for intervention, Ngonidzashe Chihuri, a dedicated member of the school's welfare and guidance team, launched a comprehensive drug awareness and counseling program. Partnering with local health professionals and the Zimbabwe Republic Police (ZRP), Ngonidzashe organized interactive workshops, peer support groups, and one-on-one counseling sessions. Life skills education was also integrated into the curriculum, covering essential topics such as decision-making, resisting peer pressure, and building self-esteem.

A pivotal moment came when a Form 3 learner, previously suspended for drug possession, courageously shared his recovery story during a school assembly. His honesty resonated with peers, inspiring others to seek help and embrace positive change. Over the next two terms, the program yielded remarkable results: disciplinary cases linked to drug use dropped by 60%, while attendance among at-risk students improved significantly.

Ngonidzashe's initiative went beyond reducing substance abuse –it restored hope within the school community. Learners began to see school as a supportive environment that offers second chances, guidance, and encouragement. Through education, compassion, and proactive intervention, Ngonidzashe Chihuri is breaking the cycle of drug abuse and fostering a brighter, healthier future for the students of Buffalo Range Secondary School.



## Empowering Young Mothers Through Sports: A Path to Community Unity

Empowering young women is a critical challenge in many communities, and Ennie Dube, a 5th Cohort Teach For Zimbabwe fellow at Dumisani Secondary School, is taking bold steps to make a difference. Through sports, she is creating platforms that foster unity, empowerment, and opportunity for young mothers.

Recently, Ennie organized a netball competition for young mothers from Ward 22 at Nyahanga Primary School. Seven teams participated—Chisambiji, Chizvirizvi, Save, Bilingwe, Sangwe, Chitezana, and Chizembe—each aiming to represent their community with skill and teamwork. Ennie's team, Chizvirizvi, won the tournament, earning the chance to compete at district-level events in Chiredzi on August 2nd.

The competition's impact extended far beyond the court. Following the matches, Ennie led a 45-minute empowerment meeting where she encouraged collaboration and mutual support among the participants. She proposed a community project in which each team contributes \$10 to purchase baobab seeds for making ice Lolo, sparking enthusiasm and a sense of shared purpose. Progress updates from the teams are eagerly anticipated by the end of the month.

Ennie's dedication doesn't stop with sports. She is also collaborating with Nobukhosi Nyoni from Makhosiya Primary School to purchase sorghum grain from the local community for the Grain Marketing Board. This partnership has strengthened community bonds while promoting economic empowerment, demonstrating how practical initiatives can complement educational and social efforts.

Through her work, Ennie Dube is creating pathways for young women to thrive—using athletics, entrepreneurship, and collaboration to foster confidence, resilience, and opportunity. Her efforts highlight the transformative power of community engagement, showing that when people come together, they can uplift one another and build a brighter future.





## Empowering Students Through Legal Education: A Partnership for Protection

Understanding the law is essential for the safety and empowerment of young people, and One Chauke, a 5th Cohort Teach For Zimbabwe fellow at Chibwedziva High School, is taking meaningful steps to ensure her students are informed about their rights. Partnering with the Zimbabwe Republic Police (ZRP), she launched an educational program focused on teaching learners about the legal frameworks that protect them.

Through this initiative, students have learned about vital legislation, including the Child Protection Act and the Children's Adoption and Abduction Act. By understanding these laws, learners gain knowledge about their rights, the protections available to them, and the responsibilities they hold within their communities.

One's efforts go beyond simply educating; she is empowering students to advocate for themselves and their peers, fostering a culture of safety, awareness, and accountability. By connecting legal education with practical guidance, she equips young people to make informed decisions and seek help when needed.

Through her collaboration with local authorities, One Chauke demonstrates the power of partnership in tackling challenges faced by youth today. Her dedication is shaping a more informed, confident, and empowered generation, ready to navigate life with knowledge and resilience.

# Alice Moffat: Empowering Young Minds at Malisanga Primary School

In her second term as a Teach For Zimbabwe fellow at Malisanga Primary School, Alice Moffat embarked on a transformative journey with her Grade Four girls. Recognizing the importance of agriculture, sustainability, and entrepreneurship, she initiated a hands-on project, creating two vegetable beds. Through this initiative, Alice aimed to teach the girls not only how to grow their own produce but also to equip them with skills that could generate income and improve their livelihoods.



The project became a vibrant learning experience, with the girls engaged in every step—from planting seeds to nurturing their growing vegetables. This practical approach fostered an understanding of agriculture while instilling confidence, independence, and a sense of responsibility. For many of these young learners, cultivating their own food represented more than a lesson; it was a step toward self-sufficiency and empowerment.

Alice also observed the resilience of her Grade Two learners, who walked nearly ten kilometers daily to attend school, often without warm clothing during harsh winter months. Moved by their struggles, she selected two students in need and gifted them tracksuits, helping them endure their long journey with greater comfort.

Through her dedication, innovation, and care, Alice Moffat has positively impacted her learners' lives, cultivating a spirit of resilience, empowerment, and hope within the Malisanga Primary School community. Her story demonstrates the profound impact that thoughtful, hands-on education can have on children and the communities they belong to.



# Conclusion

As we close this edition, I hope you carry with you the spirit of resilience, creativity, and possibility that shines through each of these stories. Our fellows remind us that even in the face of challenges, hope can be planted, nurtured, and grown – sometimes in a school garden, sometimes in a classroom, and always in the hearts of learners.

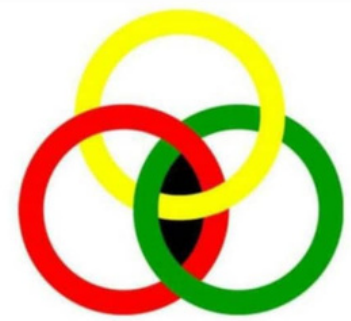
To every fellow, partner, and supporter walking this journey with us: thank you. Your belief in education, your commitment to community, and your steady courage are the threads that bind this tapestry of impact together.

Here's to more stories of growth, courage, and transformation in the months ahead. Together, we are not just teaching for today – we are teaching for Zimbabwe.



# NEWSLETTER: CHIVI DISTRICT

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**TEACHFORZIMBABWE**  
**August 2025**



## Second Term Newsletter

Hi there, and welcome to this edition of our newsletter! In these pages, we celebrate the remarkable work of our fellows across Chivi District and beyond—dedicated individuals who are transforming schools, inspiring learners, and creating positive change in their communities.

Our fellows are proving that education goes far beyond textbooks and lessons. They are planting gardens that nourish bodies and minds, introducing innovative technologies to bridge learning gaps, and teaching practical life skills that equip learners for the future. From organizing feeding programs and environmental clean-ups to mentoring students in personal growth and leadership, their work touches every corner of school life and extends into the surrounding communities.

Each story in this newsletter demonstrates creativity, perseverance, and a commitment to excellence. Maraire's enviro-club at Nyanningwe High is reshaping the school environment, Musoni's participatory learning is motivating students to attend school regularly, Marambire is bringing digital lessons to life through the Zimbabwe Learning Passport, and Gwangwava is embedding global goals into local classrooms. Whether it's building benches, sewing garments, or cultivating sustainable gardens, each initiative shows that small actions can lead to significant impact.

As you read through these inspiring stories, we hope you see the power of innovation, collaboration, and dedication. These fellows are not just teaching—they are building communities, empowering learners, and shaping the future, one school at a time.

Coach Obey Chipungudzanye  
Chivi District



# Greening Nyanningwe: Maraire's Enviro-Club Leads the Way



Nyanningwe High has long wrestled with waste management challenges, especially on market days and during community gatherings at the nearby ward center. Waste of all kinds—ranging from food wrappers of sweets, biscuits, and fizzy drinks—often finds its way into the school yard, carried by wind, water, or the occasional careless visitor.

To tackle this, Maraire spearheaded the formation of the school's Enviro-Club, a dedicated team committed to cleaning and managing the school environment. Positioned near the Chivi growth point, the school often bore the brunt of litter from the bustling community, making the club's work all the more crucial.

The Enviro-Club has not only brought a new chapter in waste management but also championed climate change mitigation and adaptation initiatives. Recently, the club planted rows of golden jurandas around the administration block, creating a serene, therapeutic ambiance. Rumor has it these trees are natural carbon sinks, helping to reduce harmful gases in the atmosphere.

In addition to beautifying the school, the club established a nutritional garden featuring leafy vegetables like rape, covo, sweet cabbage, and tsunga. The sale of garden produce has provided students with petty cash to meet their daily needs. By embracing circular economy principles, the school promotes the Three Rs—Reduce, Reuse, Recycle: partially treated pig manure nourishes the garden, and in turn, the garden's produce feeds the pigs.

The Enviro-Club's relentless efforts have also extended to recycling projects, transforming Nyanningwe High into a model of sustainable practices and environmental stewardship.



## Learning Beyond the Classroom: Tapiwa Musoni's Creative Approach to Education

Since the beginning of the year, Tapiwanashe Musoni has gone above and beyond as a classroom practitioner, working tirelessly with learners to improve academic results and make a positive impact on both students and the surrounding community. Through careful monitoring and assessment, he identified two major challenges among his Form Four learners: irregular attendance and limited classroom participation.

Musoni embraced participatory learning, encouraging students to give presentations and work in groups on critical topics. Sometimes, in a playful twist, he would sit in the students' chairs and let the learners "teach" the class themselves. This not only sparked laughter but also motivated learners to engage wholeheartedly in classroom tasks.

Faced with persistent absenteeism, Musoni implemented a creative incentive program. Leveraging maize grown in the school garden, he organized a feeding program to encourage regular attendance. He also integrated sports into learning, using football practice as a hook to get learners to school daily, ensuring that lessons were delivered effectively before feeding and training sessions. These strategies gradually improved both motivation and attendance.

As the Form Four History teacher, Musoni discovered that many learners had gone through Form Three without a history teacher, leaving them behind in the curriculum. Rising to the challenge, he started free weekend lessons every Saturday. Attendance has grown from three to six learners out of the initial seven, thanks to his consistent communication with parents and commitment to student success.

Through creativity, humor, and persistence, Musoni has transformed learning at Rubweruchena Secondary, proving that teaching goes far beyond the classroom walls.





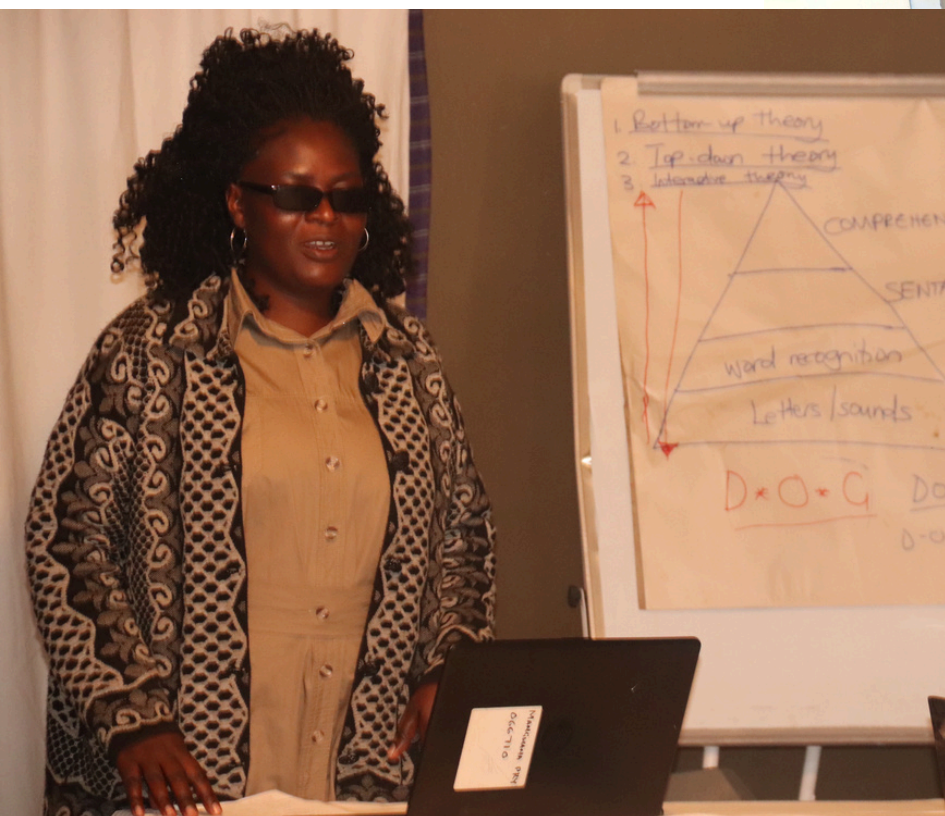
## **Greening for Growth: Prisca's Nutritional Garden Initiative**

At St Martin's Mhomho Primary School, fellow Prisca Kaila has taken proactive steps to address hunger and promote environmental awareness among learners. She established a nutritional garden as part of a broader effort to curb hunger, providing students with fresh vegetables that are directly used in the school's feeding program.

The garden currently boasts carrots, tsunga, onions, and covo, giving learners access to nutritious food while also teaching them the value of growing and caring for their own produce. Looking ahead, Prisca plans to expand the garden during the rainy season to include maize and other horticultural crops, further enhancing food security and environmental sustainability at the school.

Through this initiative, Prisca is not only improving nutrition but also fostering a sense of responsibility, environmental stewardship, and hands-on learning for the learners—turning the school grounds into a space of growth, both literally and figuratively.









# Madyangove Primary–A Beacon of Excellence in Learning and Agriculture: Shyline Chibanda & Victoria Chishiri

Nestled in the heart of rural Masvingo Province, Madyangove Primary School has earned a stellar reputation as a Beacon of Excellence in both academic achievement and agricultural innovation.

This recognition, backed by a strong partnership with the school administration and SDC, reflects the school's commitment to providing a well-rounded education that blends classroom learning with practical, hands-on experience.

## Agricultural Projects: Learning Through Doing

Madyangove's agricultural initiatives form a cornerstone of its curriculum, giving students valuable practical skills while promoting responsibility, discipline, and self-reliance. The school's fish farming project introduces learners to aquatic life and sustainable food practices, providing nutritious meals for students, staff, and the local community.

The piggery and poultry projects teach livestock management and animal husbandry, while horticulture and orchard projects educate students on crop rotation, soil health, and biodiversity. Students actively participate in these projects, not only gaining practical knowledge but also contributing to the school's income generation and sustaining vegetable gardens that supply fresh produce for learners and staff.

## Clean Schools Best Award: Pride in Every Corner

In 2024, Madyangove Primary was recognized with the Clean Schools Best Award, highlighting the school's dedication to maintaining a healthy, safe, and inspiring learning environment. This honor reflects the pride and ownership instilled in students, teachers, and the wider community.

The success of Madyangove Primary is a testament to the dedication of its students, educators, and administrators. With its thriving academic programs, innovative agricultural projects, and commitment to environmental stewardship, the school continues to inspire and motivate future generations—truly living up to its title as a beacon of excellence in the district and beyond.

# A Small Step, A Seed of Change: Tinotenda Mukumbi's Printer Revolution



In the heart of rural Zimbabwe, where school life is often defined by chalk, dust, and sheer determination, a quiet revolution has taken root—sparked by a single printer.

At Chebvumbi Secondary, a satellite school of Ngundu High, Tinotenda Mukumbi, a passionate Combined Science teacher for Forms 1 to 4, quickly noticed a persistent barrier: the lack of printed resources.

“In science, accuracy is everything,” Mukumbi reflects. “You can’t teach circuits or the human heart just by talking—students need clear, well-labelled diagrams.”

Before Mukumbi’s intervention, lessons relied heavily on hastily drawn diagrams on worn chalkboards, dictated comprehension exercises, and shortened passages in English and Shona. The learning experience was limited not by effort, but by resources.

That changed when Mukumbi used part of his stipend, supported by the community, to purchase a personal printer for the school. It wasn’t a government donation or a large-scale program—it was one fellow, determined to make a difference.

“From the day the printer arrived,” recalls a colleague, “teaching shifted gears.”

## Empowering Learning Across Subjects

The printer quickly became indispensable. Science learners could now hold diagrams, label them, and annotate them with accuracy. English and Shona teachers could provide full-length comprehension passages, giving students richer reading experiences.

Exam preparation has improved dramatically. Mukumbi now prints mock exams and past paper questions, allowing learners to practice under realistic conditions. Form 4 student Tafadzwa shares, “Before, we couldn’t revise properly. Now, I can practice at home, and my marks are improving.”

## A Culture of Innovation

What started as a small, practical solution has grown into a school-wide culture of innovation. Teachers collaborate more closely, sharing resources and planning assessments together.

## Looking Ahead

This story is about vision: how a single tool in the hands of a committed fellow can ignite collaboration, enhance learning, and bridge gaps between rural and urban education. Sometimes, progress doesn’t need to be massive or loud—it starts with a simple decision and the belief that every student deserves the tools to learn fully and equally.



# Building Spaces and Awareness: James Mukanya's Holistic Approach to School Life

At Tugwi Mukosi Secondary, fellow James Mukanya noticed a simple yet impactful problem: during break and lunch times, students struggled to find places to sit and interact, which limited socialization and relaxation.



Determined to improve the situation, Mukanya crafted temporary benches using abandoned logs and leftover timber, creating portable seats for students. With the support of the school administration and fellow teachers, over twenty benches were constructed around the school yard. The result? Students can now interact, socialize, and enjoy their breaks freely, fostering a more vibrant and connected school community.

But Mukanya's efforts didn't stop there. As a passionate advocate for environmental education, he began teaching students about climate change and its effects on local communities and livestock. To make the lessons practical, he organized clean-up campaigns around the school, local shops, and roads. These campaigns quickly became a regular activity, with learners participating every Friday at both the school and Nyahombe Growth Point, inspiring the wider community to join in.

Through simple yet meaningful initiatives—from building benches to leading environmental awareness campaigns—Mukanya has enhanced both the social and environmental consciousness of his learners, leaving a lasting impact on Tugwi Mukosi Secondary and the surrounding community.

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## Digital Learning Pioneer: Marambire Bringing ICT to the Classroom

Shylet Marambire, a 5th cohort fellow at Mangwana Primary School, is making a remarkable impact through both classroom support and innovative ICT initiatives. Beyond assisting with administrative duties and actively participating in CEL and other programs, Marambire has been at the forefront of digital content creation for Zimbabwean learners.


Her breakthrough came when she was selected as one of a few ICT teachers trained to create content on the Zimbabwe Learning Passport platform. "Because of my ICT skills, I represented Masvingo Province at a one-week training workshop in Gweru at Charplin High School," Marambire explains. The training focused on using Artificial Intelligence tools to develop digital lesson plans and interactive lessons freely accessible to learners. Since then, Marambire has created 20 digital Science and Technology lessons for infant learners (ECD A to Grade 2), including topics like tools and implements, all available on the platform.

The impact extended beyond personal creation. Empowered by the training, Marambire facilitated a two-day workshop for 94 primary school heads and 94 infant teachers across the district, guiding them on creating accounts, accessing content, and generating their own digital lessons using tools like YouTube, Snatube, Pinterest, Recraft, and Pixabay. The workshop drew participation from the TFZ Coach for Chivi and key district education staff, including the DSI, accountants, inspectors, and HR officers.

Marambire's role further expanded when she was appointed ICT resource person for the World Literacy Day workshop on 16 July 2025, themed "Promoting Literacy in the Digital Era." Alongside five other resource persons, she trained 19 cluster chairpersons and 38 non-formal education focal persons, equipping them to train school heads and teachers in their clusters. Her team later facilitated a one-day cluster workshop in preparation for district competitions, with plans to adjudicate and participate in provincial competitions in Zaka on 1 August 2025.

Through her dedication, Marambire has not only empowered learners with digital literacy but also built the capacity of teachers and school leaders across Masvingo Province. Her work exemplifies how one committed fellow can drive digital transformation, strengthen teacher skills, and make quality learning accessible to all.



A student in a purple school uniform is shown from the back, leaning over a table. They are using a pair of scissors to cut a piece of brown paper. The paper is laid out on a blue cloth that covers the table. The background shows a wooden chair and a dark floor.

# Stitching Confidence: Mubhoyi Inspires Learners Through Textile Technology

Kudzisai Mubhoyi, a 5th cohort fellow at Mudadisi High School in Chivi District, is on a mission to empower learners to realize their full potential. Her journey began with guidance and counseling sessions, where she partnered with the senior lady teacher and fellow staff to educate the girl child, focusing on self-understanding and personal growth. Topics such as mental health, personal hygiene, relationship building, and empowerment were discussed, helping learners navigate both academic and personal challenges.

Mubhoyi's impact extends into the classroom, particularly in Textile Technology and Design (TTD). Initially, many learners viewed TTD as tedious and overwhelming. Through her dedicated teaching, she guided Form Three learners on drafting basic block patterns and cutting patterns directly on fabric. "Learners once had a negative attitude towards TTD, claiming it had a lot of work. Through my hard work, they are now developing a positive attitude," Mubhoyi explains.

Completing their own garments not only boosted learners' self-esteem but also fostered pride and a sense of accomplishment. Parents are now actively supporting the classes by providing materials for practical lessons, making the learning experience even more impactful. Even boys are showing interest, demonstrating that the subject nurtures independence, self-sufficiency, and life skills. Beyond school, these skills equip learners to create, repair, and personalize clothing, as well as apply creativity to everyday life, from home décor to practical garment care.

Through her mentorship and hands-on teaching, Mubhoyi is sewing more than fabric—she's stitching confidence, creativity, and life-long skills into her learners.



# Growing Sustainability: Kingdom's SDG-Driven Impact at Bwanya

In the sun-scorched lands of Chivi District, a quiet revolution in education and sustainability is underway, led by Kingdom Gwangwava, a 4th Cohort Fellow at Bwanya Secondary School. With learners at the forefront and communities at the heart, Kingdom is transforming education—not through grand speeches, but through hands-on action and real-life learning.

## **Empowering Learners Through SDG-Focused Education**

Teaching over 60 students in Heritage Studies, Geography, and Indigenous Languages, Kingdom integrates Sustainable Development Goals (SDGs) directly into lessons. From creating a “Green Garden: A Path to Success” to revitalizing the school garden, students experience sustainability firsthand. These initiatives align with SDG 13 (Climate Action), SDG 2 (Zero Hunger), and SDG 4 (Quality Education), fostering environmental consciousness, local pride, and climate resilience.

## **Community Impact: Education Beyond the Classroom**

Kingdom's influence extends well beyond school walls. In collaboration with Bwanya Clinic, local leadership, and **EMA**, he organizes environmental campaigns, adolescent health awareness programs, and village clean-up initiatives. By engaging guardians and local leaders, he promotes SDG 3 (Good Health and Well-being) and SDG 15 (Life on Land), ensuring sustainability becomes a shared community goal.

## **Innovative Teaching Through Technology and AI**

Despite rural limitations, Kingdom integrates technology and AI into his teaching. From social media awareness to collaborative online sessions, he equips learners and peers with 21st-century skills, bridging the digital divide and advancing SDG 9 (Industry, Innovation, and Infrastructure).

## **Leadership in Sports and Holistic Education**

Kingdom also champions holistic education, facilitating volleyball competitions, coordinating school uniforms, and promoting Career and Consultation Days. These initiatives build confidence, identity, and unity, turning Bwanya Secondary into a model of whole-child development.

## **Local Actions for Global Goals**

As a Global Schools Advocate candidate with the Sustainable Development Solutions Network, Kingdom is more than a fellow—he is a champion of climate action, a pioneer of SDG-driven learning, and a voice for change in underserved communities. His work at Bwanya Secondary School exemplifies how local actions can contribute to global goals, building a sustainable future one learner at a time.



# Conclusion

From gardens and feeding programs to digital classrooms and creative skills, our fellows are turning ideas into action. Each story shows how dedication, innovation, and care can transform learners, schools, and communities. These small actions are building big change—proof that with passion and perseverance, our fellows are shaping not just education, but the future.



# NEWSLETTER: BINGA DISTRICT

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## Second Term Newsletter

The year 2025 has been a pregnant one for Binga district, particularly for the 5th cohort, who have shown remarkable ambition, passion, and the will to be innovative leaders. Poised for a birth, this anticipatory mood has kept everyone alert, ready to witness progress as it unfolds. The 5th cohort has shown unmatched dedication to the Teach for Zimbabwe vision of creating innovative leaders for the 21st century. This commitment has been expressed through a range of activities—from agriculture and sports to classroom practice and cultural explorations—during the first school term.

The 4th cohort, meanwhile, is not to be outshone. They continue to move forward with resilience despite the social and economic challenges in this new world order. Of particular mention is the unparalleled devotion of Bless Fanuel, who tirelessly works to expand access to education in the Lubanda community. Through initiatives like the early warning system, he has strived to improve learner retention, reshaping the community's perspective on education over the years.

Dear reader, the book is open—delve into the realities and innovative efforts of these young leaders as they make a bold footprint, awakening the underlying potential in humanity.

Coach Siatimbula  
Binga District





## An All-Round Civil Servant: Kainos Chapungu

My journey towards becoming an all-round civil servant truly began after I joined Teach For Zimbabwe. A zeal to address a range of challenges—from academics to business—emerged as I settled at Chinego Secondary School in Binga, one of Zimbabwe's marginalized districts. Poor pass rates, especially in challenging subjects like Mathematics at Ordinary Level, were common due to limited resources. I decided to tackle this gap head-on.

The first step was to change learners' mindset about Maths, helping them see it as a subject they can conquer. Next, I increased the number of lessons, introducing weekend sessions in addition to the timetable.

Since starting weekend lessons with the Form 3s, their performance and attitude towards Maths have transformed. Monthly tests are now consistently passed, and with this determination, I am confident of improved results in next year's final exams.

As a thriving classroom practitioner, I aim to shape learners not just academically, but in all areas of life. For example, as their Geography teacher, I engaged students in environmental care. Together, we dug rubbish pits for proper waste disposal and management around the school. Every learner now takes responsibility—if someone litters, others remind them to dispose of it properly.

Beyond teaching, I have embraced the role of an agri-preneur. Teach For Zimbabwe encouraged innovation and self-reliance, which inspired me to explore farming. Recognizing that people need food every day and that farming can be lucrative, I started this journey with passion. I have prepared land for butternuts to be planted in August and set up drip irrigation lines.

It has not been easy, but I am thriving. As an agri-preneur, I have made cash flow projections and plan to expand into more hectares with various cash crops. This venture promises to be a significant life-changer.

I give all the credit for my growth to Teach For Zimbabwe.



## The Butterfly Effect at Siansundu High: Where Dreams Took Flight

Hey TFZ! Mihlayifani Ndlovu here, writing from the heart of Binga District in Matabeleland North—Siansundu High. My second term here has been nothing short of a revelation, a true testament to what a little belief and a lot of collaboration can achieve.

It all began with a simple idea: every child at Siansundu deserves to believe in their dreams. I saw the potential, the raw talent, and the burning desire to learn in each student. So, I poured my energy into instilling confidence, offering guidance and counseling, and showing them that their ambitions are valid. Because I believed in them first, the seeds of self-belief began to grow.

Together with Madam Zilamana Muleya, our amazing student teacher, we also set out to transform the school's front office into a welcoming space. Today, vibrant flowers greet everyone outside the staffroom, breathing new life into the school atmosphere. Our assembly area also got a facelift—the hazardous old stones are gone, replaced by reused plastic bottles that now form safe, user-friendly lines. Simple changes, but with a big impact on student safety and school pride.

### **Innovation in the Classroom: Heritage Studies Comes Alive**

The classroom became our laboratory for change. Working hand in hand with Madam Muleya, we ignited a passion for Heritage Studies. Learners are no longer just memorizing facts—they're thinking critically, engaging with new ideas, and even spearheading projects. Madam Muleya herself has blossomed into a confident educator, earning high praise from her lecturers at Hillside College for her outstanding projects.

Then came the game-changer: Starlink Wi-Fi. With the administration's support, we quickly rolled out the Heritage-Based Curriculum. Technology is no longer a distant dream here—it's our daily reality. Projectors, laptops, and radios have turned lessons into engaging, interactive sessions, making learning something students look forward to.





### **Community Connection: Building Responsibility Together**

Our monthly clean-up campaigns have been a powerful way to foster responsibility in learners. Every first Friday, they eagerly clean not only the school grounds but also the nearby clinic, veterinary offices, and business center. The students themselves remind me about clean-up days and even come up with creative ideas for improvement. This motivation has spread to the wider community, with noticeable improvements in cleanliness, especially around the shops.

### **From Fellow to Entrepreneur: Building a Future**

I must also thank TFZ for the opportunity to explore entrepreneurship. Since January 2025, the support I've received has enabled me to venture into broiler keeping, as well as selling sweets and jiggies. These small projects have already yielded profits, and next year, I plan to expand into gas selling. This journey has been life-changing—I am no longer the same person I was at the start.

To TFZ, thank you for believing in me and empowering not just me, but the entire Siansundu High community. Together, we are proving that with dedication and support, anything is possible.

What's next for Siansundu High? We're only just beginning. God willing, until equality in education is achieved, we will continue to work tirelessly!





## Hope Amidst Adversity: Cephass Ndlovu's Fight for Dongamuse Primary School

Since joining Dongamuse Primary School in 2025, TFZ fellow Cephass Ndlovu has made remarkable strides. With the support of the community, learners now proudly wear new school tracksuits—boosting both pride and unity. In addition, a second teacher's cottage has reached foundation stage, a step toward improving staff accommodation and stability.

Yet, progress has not been without challenges. Construction on the cottage stalled when access to water became a major obstacle. This reflects the school's broader crisis: a lack of reliable, clean water. Once dependable, the community well and nearby rivers have run dry, while the community borehole—once a lifeline—has broken down, leaving the school in the midst of a water emergency.

The shortage of clean water has far-reaching effects. It threatens hygiene, disrupts daily school operations, and puts learners at risk of disease outbreaks. Students themselves fetch water for toilets and for staff domestic use, but it is not nearly enough.

Determined to confront this crisis, Cephass has organized community meetings to raise awareness and mobilize support. Parents and villagers have joined hands, recognizing the urgency of securing safe water for their children. He has also reached out to local NGOs and potential donors, sharing the school's challenges in the hope of securing funding for a new borehole. Such a borehole would not only provide clean water but also revive the school's nutritional garden to supplement government food provisions.

The community has rallied around his efforts, with members organizing small fundraising initiatives to support the school. This grassroots solidarity is a testament to their resilience and commitment to education and health.

While the water crisis continues to pose serious challenges, Cephass's leadership and the community's determination offer hope. With continued advocacy and potential partnerships, Dongamuse Primary School can look forward to a brighter, healthier future.









# Empowering Learners through Education and Sustainable Practices: Admire Mudenda

As a Teach For Zimbabwe fellow stationed at Manjolo Springs Primary School in Binga District, I have been privileged to make a meaningful impact both inside and outside the classroom.

Through teaching and mentorship, I have helped learners build essential skills and knowledge that will benefit them for life.

In the classroom, my focus has been on creating a supportive, inclusive environment where learners feel free to explore their creativity and imagination. One of the most effective methods I use is storytelling and creative writing. By guiding learners to express themselves through writing, I have witnessed them grow in confidence and develop into more thoughtful, articulate individuals.

Beyond academics, I have also dedicated my efforts to climate education, helping learners understand the importance of environmental conservation and sustainable practices. Through clean-up campaigns and other initiatives, I have encouraged them to actively take part in protecting their surroundings and promoting sustainability in their daily lives.

One of the most successful initiatives I introduced is the chicken project. This hands-on program has taught learners practical skills in animal husbandry and sustainable farming. It has not only improved food security but also given students exposure to sustainable livelihoods—knowledge that will serve them long after primary school.

Through these efforts, I have seen learners develop a deeper appreciation for sustainability while also becoming more confident and expressive. They are growing into young people who are equipped with the skills, creativity, and resilience needed to succeed.

I am proud to be part of Teach For Zimbabwe and remain committed to making a positive and lasting impact in the lives of learners and the wider community.



# Reviving the Rhythm: Lindatumune N Mudimba

As a Teach For Zimbabwe fellow, I was determined to preserve and celebrate our cultural heritage. I noticed that in our school, the teaching of the local indigenous language had gaps,



particularly in the practical aspects of indigenous knowledge that should be passed down through generations. I decided to take action to revive it.

It began as a small entertainment club with just a few learners. I invited Tonga subject teachers who showed interest, and soon the whole staff was on board. With their support, I gathered enthusiastic learners and together we began practicing the intricate steps, rhythms, and movements of traditional dance.

We practiced tirelessly, and our hard work paid off when the Zimbabwe Broadcasting Corporation (ZBC) visited and we performed in our vibrant costumes. The performance was a hit, captivating the audience. The school administration, impressed by our dedication, even bought drums for us—something we had previously borrowed from a neighboring church.

The impact was profound. Students began to develop a genuine appreciation for their cultural roots. Our school's cultural identity was strengthened, and the community took great pride in seeing their traditions celebrated. The traditional dance club has since become a symbol of our commitment to preserving cultural heritage.

Today, our group is frequently invited to perform at community events, and many more students are volunteering to join. Interestingly, some learners who once preferred other indigenous languages are now eager to embrace their own local language and culture. They have realized that no language or tradition is superior—each carries its own value and beauty.

I am proud to have played a role in keeping our heritage alive, ensuring that the rhythm of our culture continues to echo through generations.

# Empowering Girls Through Making Drinks: Musande Mucimba

At Manyanda RCZ Secondary School, the Let Girls Thrive Club recently launched a girls' empowerment project centered on drink-making. The initiative is designed to equip girls with practical business and survival skills while building confidence, teamwork, and leadership.



As a Teach For Zimbabwe fellow, I saw this as a bright opportunity to share the knowledge I had. Learners were trained to make flavored drinks using safe, affordable ingredients. The process included maintaining proper hygiene, measuring ingredients, bottling, labeling, and even learning simple marketing strategies.

I believe that when girls learn life skills, they begin to believe in themselves, speak up, and make informed choices about their future. Through mentorship sessions, group projects, and Girls' Clubs, learners are not only educated but also inspired to stay in school and dream big.

Our motto as girls is clear:

- To promote self-reliance through skill acquisition
- To build confidence and leadership
- To inspire entrepreneurship and innovation
- To raise awareness on the importance of girls' education

This project has already shown incredible results—girls showcased their finished products with pride, knowing they had created something valuable with their own hands.

Through such hands-on initiatives, Manyanda RCZ Secondary School continues to empower girls with the tools to shape their futures confidently and responsibly. Together, we are building empowered young women!





## **New Classroom Block Opened and Mosquito Nets Donated at Rural Secondary School: Rutendo Joseph Shumba**

A wave of excitement swept through Sinamusanga Primary and Secondary Schools as the community gathered for the official opening of a new classroom block, alongside a generous donation of mosquito nets to learners.

The event brought together school authorities, local leaders, parents, and government representatives. The newly built block, featuring two spacious classrooms and an office, is expected to ease overcrowding and improve learning conditions for students.

Speaking at the event, the school head thanked all stakeholders for their support, emphasizing the importance of a good learning environment for academic success. He also expressed appreciation for the timely donation of mosquito nets, stating, “This gesture shows that education and health go hand in hand. Our learners can now study in comfort and sleep protected from malaria.”

Over 100 secondary learners received the mosquito nets, donated by a local NGO in partnership with the Ministry of Health. Learners performed poems and songs to show their gratitude, highlighting the connection between staying healthy and staying in school.

Parents and community members expressed pride in the developments, calling it a big step forward for the future of their children. This day marked not just the opening of a classroom block, but the opening of opportunities for learning, health, and hope.



## The Cry of a Rural Girl Child: Virginia Tshuma

As a passionate educator, I noticed that many girls at Masibinta Secondary School miss school during their menstrual cycles. The challenges faced by these girls revealed a knowledge gap and highlighted the urgent need to support them at a school level.

To understand their struggles, I held an in-depth discussion where the girls openly shared their experiences. They spoke of fear in discussing their problems with peers, discomfort and abdominal pain during their periods, and a lack of access to proper sanitary materials. This conversation created an opportunity to educate and empower the girls, helping them manage their menstrual cycles confidently.

Through open dialogue, I shared knowledge on menstrual hygiene, social support, and self-esteem, fostering a sense of community among the learners. The girls also highlighted financial challenges, particularly the difficulty of producing reusable pads to reduce dependency on disposable ones that many cannot afford. Their message was clear: financial support is essential for them to access education confidently and without disruption.

Taking action beyond the classroom, I requested a slot during a parents' meeting to speak about the importance of supporting the girl child. The school administration is also engaging other stakeholders to address these needs. These initiatives demonstrate how identifying knowledge gaps and taking concrete steps can empower girls to thrive and stay in school.



# Conclusion

This edition of the Binga Newsletter reminds us of the power of dedication, innovation, and community. From transforming classrooms and boosting academic confidence, to empowering girls through entrepreneurship, and preserving cultural heritage, our fellows and learners continue to show what is possible when passion meets action. Every achievement, big or small, is a step toward brighter futures, stronger communities, and lasting change. Together, we celebrate these stories of resilience, creativity, and hope—and we look forward to the many more milestones yet to come.





# Conclusion

As we reflect on the past months, it's clear that the dedication, innovation, and leadership of our fellows, alumni, and partners are making a real difference across communities. From classrooms to community initiatives, each effort contributes to a shared vision: empowering learners, strengthening local leadership, and building a brighter, more equitable future for Zimbabwe.

As we move into the third term, we invite you to stay tuned for our next newsletter. With the final quarter of the year ahead, there's plenty more activity, learning, and community impact on the horizon. We also welcome the opportunity to collaborate with partners and stakeholders who share our vision of empowering learners and strengthening communities. Whether you are an organization, supporter, or individual, there are countless ways to join us in creating meaningful, lasting impact. Together, we can continue to transform education and build a brighter, more equitable future for Zimbabwe.

