



NEWSLETTER

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



GREETINGS FROM TEACH FOR ZIMBABWE.

The year has indeed been filled with meaningful activity, learning, and impact across our partner schools and communities. As we bring it to a close, we are grateful to conclude on a strong and reflective note, especially as we transition into our Pre-Institute Training for the sixth cohort.

This training is a critical part of our fellowship journey. It not only prepares incoming fellows for the realities of teaching in underserved communities, but also grounds them in the values, mindset, and leadership approach that define Teach For Zimbabwe. It is through this process that we continue to build a strong foundation of trust, continuity, and shared purpose across cohorts over the years.

Our fellows are at the heart of the work we do. The impact we are able to document, communicate, and celebrate is rooted in their daily commitment to learners and communities. Each cohort builds on the legacy of those before them, strengthening a growing movement of leaders committed to education equity in Zimbabwe.

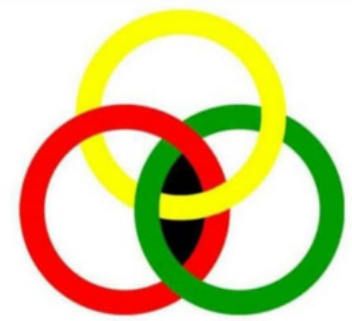
The Pre-Institute Training for the sixth cohort will run over six weeks—four weeks of online engagement followed by two weeks of in-person training—equipping fellows for the transformative journey ahead.

We look forward to continuing this work of developing leaders, strengthening communities, and advancing educational opportunity for all.

DR MIRIAM SIWELA

NEWSLETTER: HARARE/ CHITUNGWIZA DISTRICT

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



TEACHFORZIMBABWE
December 2025



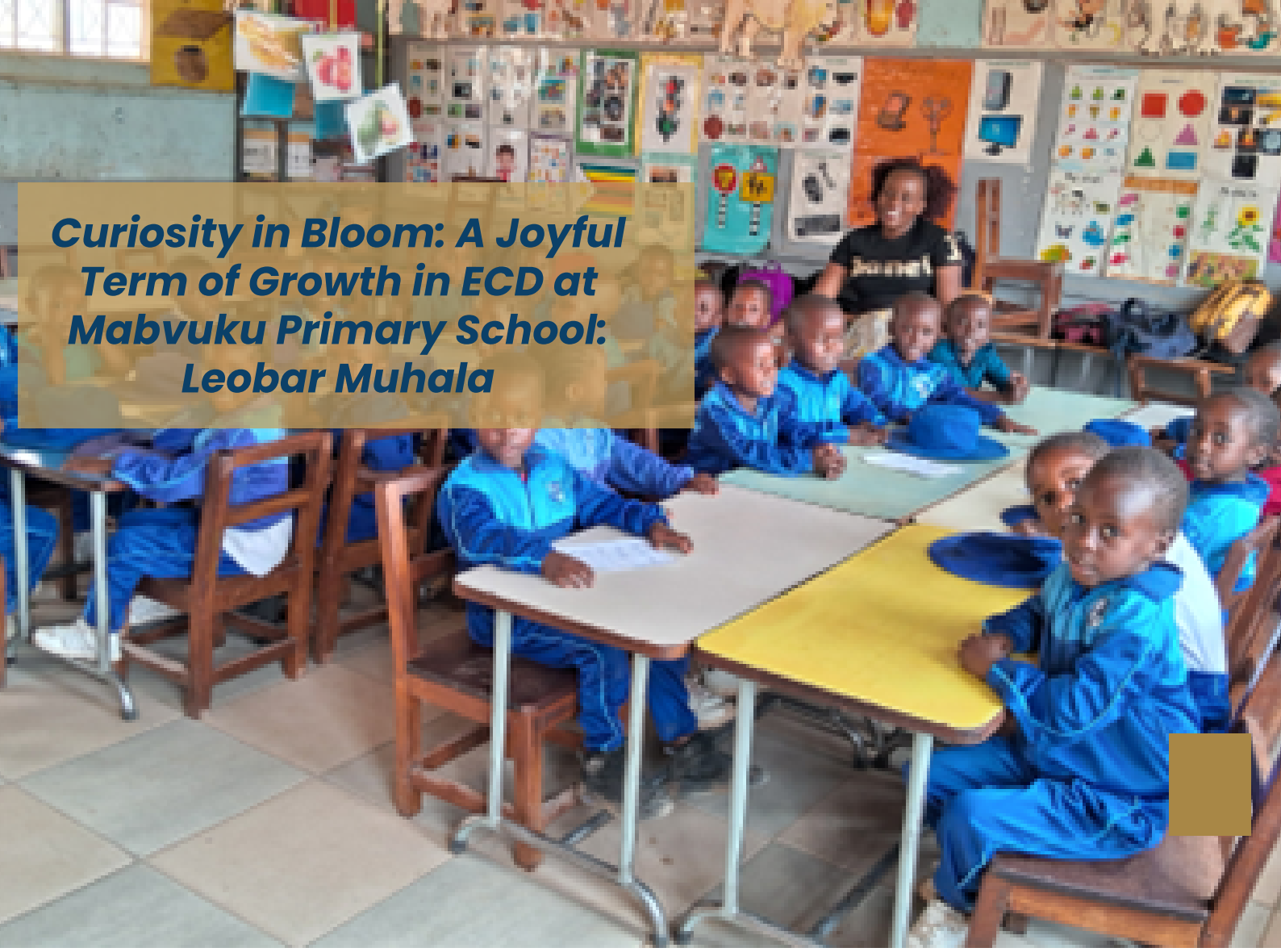
Third Term Newsletter

Welcome to the third edition of our newsletter – a celebration of progress, creativity, and resilience within our community. Each story we share reflects the spirit of innovation and care that defines us.

In Mbare and Warren Park, our percussion band is stepping out in style with brand-new uniforms, a symbol of pride and unity that will resonate as loudly as their rhythms. One learner's journey takes a brighter turn with the gift of spectacles, opening doors to clearer vision and greater opportunity. Students with intellectual disabilities are gaining vital life skills, reminding us that inclusion and empowerment are at the heart of education. From the soil, onions are sprouting – a testament to the power of hands-on learning and sustainable growth. With Starlink connectivity, the digital divide narrows in Epworth, bringing the world closer and unlocking new possibilities for teaching and learning. And in STEM, curiosity continues to drive discovery, preparing our learners to shape the future with knowledge and innovation.

Together, these stories remind us that progress comes in many forms – from a uniform to a seed, from a pair of spectacles to a satellite signal. We invite you to read on, celebrate these milestones, and share in the joy of a community that is growing stronger every day.

Wadzanayi Gorimani
Harare Coach



***Curiosity in Bloom: A Joyful
Term of Growth in ECD at
Mabvuku Primary School:
Leobar Muhala***

As this term draws to a close, my Early Childhood Development (ECD) classroom has been alive with curiosity, growth, and joyful learning. Our youngest learners have taken remarkable strides, proving that every small step builds the foundation for lifelong success. The training I received through the Foundational Literacy and Numeracy has refined how I approached my lesson delivery, and here are some of the results I have been basking in to date.

This term, our budding readers and storytellers:

- Practised letter recognition through songs, flashcards, and tracing.
- Began forming simple sounds and expanding vocabulary with storytelling and roleplay.
- Enjoyed daily read-aloud sessions that sparked imagination and strengthened listening skills.

Impact: Learners who once struggled are now confidently identifying letters and eagerly participating in literacy activities — a testament to their resilience and enthusiasm.

Foundational numeracy came alive through play-based learning. Learners:

- Counted numbers up to 5 with growing confidence.
- Explored shapes, patterns, and classification using hands-on activities.

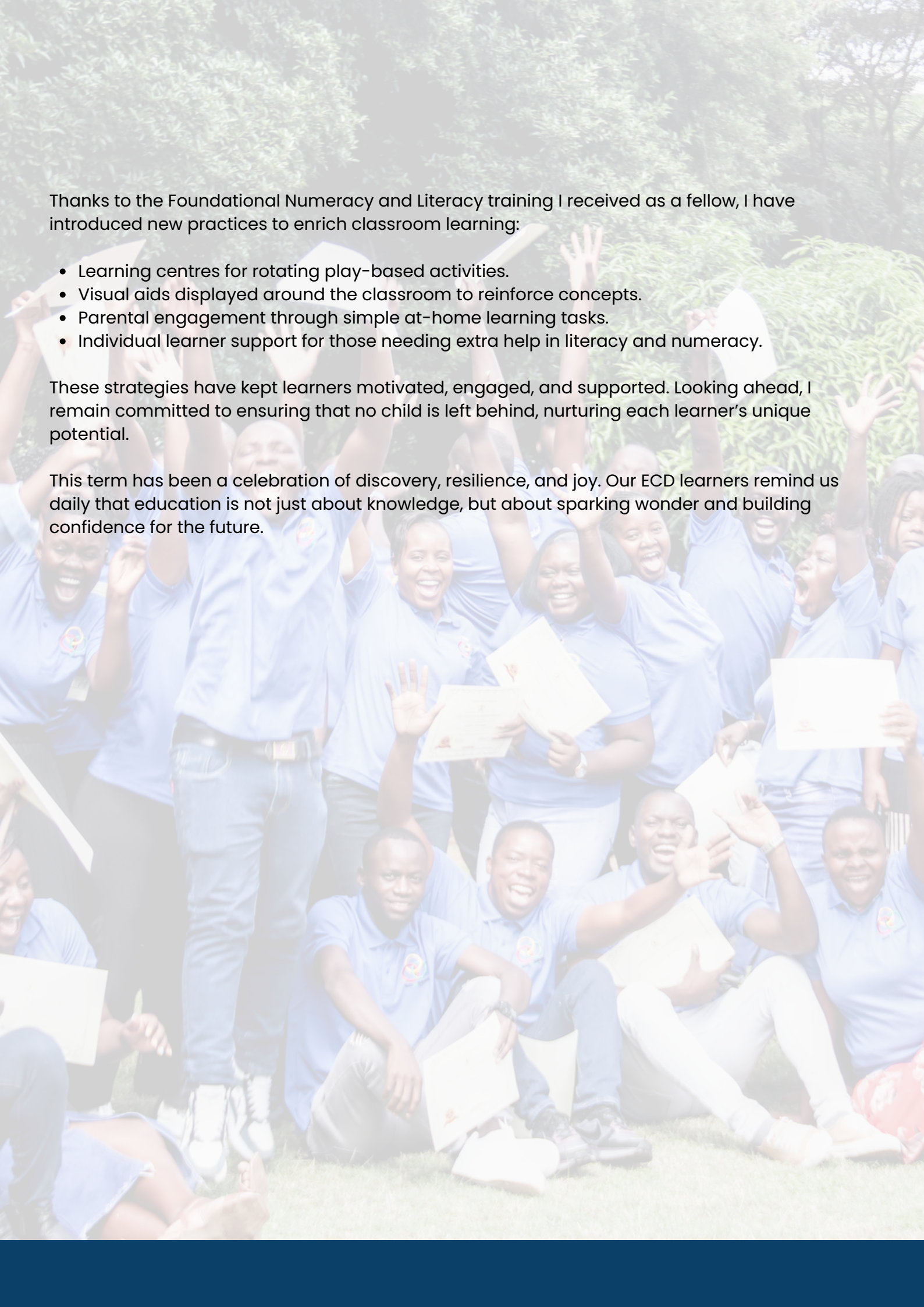
Impact: More learners now demonstrate improved number sense and collaborate effectively in group tasks, showing that math can be both fun and social.

Thanks to the Foundational Numeracy and Literacy training I received as a fellow, I have introduced new practices to enrich classroom learning:

- Learning centres for rotating play-based activities.
- Visual aids displayed around the classroom to reinforce concepts.
- Parental engagement through simple at-home learning tasks.
- Individual learner support for those needing extra help in literacy and numeracy.

These strategies have kept learners motivated, engaged, and supported. Looking ahead, I remain committed to ensuring that no child is left behind, nurturing each learner's unique potential.

This term has been a celebration of discovery, resilience, and joy. Our ECD learners remind us daily that education is not just about knowledge, but about sparking wonder and building confidence for the future.





A Clearer Vision, A Brighter Future:- Sharmaine's Journey of Courage: Sekai Marimo

This term, our Grade 1 classroom witnessed an extraordinary story of resilience and hope. One of our young learners, Sharmaine Musiiwa, has albinism, a condition that affects her vision. Despite her radiant smile and eagerness to learn, Sharmaine struggled to see the board clearly – a challenge that threatened to dim her enthusiasm for learning.

Recognizing her determination, I took action. With the support of our school administration, I organized a small fundraising effort to cover the costs of Sharmaine's medical scan and transport. Thanks to the generosity of our community, Sharmaine was able to see a doctor who carefully assessed her condition. After the examination, the doctor called me directly to share his findings. He explained that Sharmaine's condition was more severe than initially thought and advised that she be referred to an association specializing in supporting individuals with albinism. This referral marks an important step in ensuring Sharmaine receives the specialized care and resources she needs to thrive.

Impact and Gratitude

Sharmaine has already received reading glasses, giving her the gift of clear vision and renewed confidence in class.

The fundraising effort showed the power of community support in transforming a child's future. The referral ensures Sharmaine will continue to receive the care and advocacy she deserves.

I am deeply proud of Sharmaine for her courage and perseverance, and grateful to our administration and community for their support. I also thank my TFZ leaders for mentoring me in leadership and service. Their guidance empowers me to create meaningful impact wherever I go, sharing the skills and knowledge I have gained.

Sharmaine's journey reminds us that teaching is not only about academics – it is about unlocking potential, rallying communities, and ensuring that every child has the chance to see, learn, and dream clearly.



From Fish Ponds to Football Fields, Life Skills and Inclusion Thrive at Ruvimbo Special School: Patricia Madziya

As a Teach For Zimbabwe Fellow at Ruvimbo Special School, my journey has been both inspiring and transformative. Working with learners with intellectual disabilities has taught me that hands-on, practical learning makes the greatest impact.

Partnering with the school's project team, we introduced fish farming as a life skills initiative. With support from the school and community, we built a large fish pond and began raising fish. Learners actively participate in: _____

- Feeding the fish
- Cleaning the pond area
- Observing the growth process

This project has nurtured focus, responsibility, and teamwork, while giving learners a sense of pride in contributing to something meaningful.

Beyond agriculture, learners are also taught basic washing and hygiene skills. These lessons empower them to:

- Wash their clothes
- Maintain personal hygiene
- Build confidence in self-care

Such skills are essential for daily life, helping learners grow into independent and responsible citizens who can contribute positively to their families and communities.

Our commitment to inclusion extends beyond the classroom. This term, we proudly participated in the Danhiko Annual Sports Festival, where one of our learners was awarded Man of the Match in soccer. This recognition highlights the talent, determination, and potential within our learners when given the right platform and support.

Sports not only promote inclusion but also inspire learners to embrace teamwork, resilience, and healthy competition.

These initiatives – from fish farming to hygiene lessons and inclusive sports – are more than activities. They are pathways to empowerment, ensuring that learners with intellectual disabilities are celebrated, included, and equipped with the life skills they need to thrive as responsible citizens.



Growing Minds, Growing Harvests – Productivity at George Stark High School: Fortunate Sithole



As the year draws to a close, George Stark High School has been buzzing with activity, proving once again that learning extends far beyond the classroom walls. While Ordinary and Advanced Level final exams took center stage, the spirit of productivity and innovation thrived in every corner of the school.

This term, vegetable farming became more than just a project—it was a mission. Under the guidance of a dedicated teacher and TFZ fellow, students rolled up their sleeves and worked the soil, cultivating onions and other vegetables. What made this initiative truly remarkable was its impact: proceeds from the harvest went directly toward feeding and supporting vulnerable learners at the school. Productivity wasn't just measured in crops—it was measured in compassion.

Carrying the message of self-reliance even further, the teacher also ventured into broiler keeping and gardening at home. These projects not only provided fresh vegetables to the neighborhood but also empowered her with an additional source of income. It was a shining example of how agricultural skills can transform lives, proving that productivity is both personal and communal.

Meanwhile, back at school, the rhythm of exams, invigilation, and project mark submissions kept everyone on their toes. With strict adherence to policy and timelines, the academic calendar unfolded smoothly. The dedication of both staff and students ensured that every goal set at the beginning of the term was met with success.

As the curtain falls on this term, George Stark High celebrates more than just exam results. It celebrates resilience, teamwork, and the power of productivity. From the fields to the classrooms, every effort has contributed to a story of growth and achievement. Truly, it has been a term of triumph—one that sets the stage for even greater accomplishments in the year ahead.

Breaking Barriers with Starlink & STEM at Epworth Primary: Nyarai Chimhete



For years, Epworth Primary School—home to more than 65 dedicated teachers and over 2,000 eager learners—faced a daunting challenge:

no access to Wi-Fi. Situated in a marginalized community, the school struggled to afford connectivity, leaving both teachers and learners at a disadvantage in a world racing forward at lightning speed with technology.

But this year, everything changed. Thanks to Teach For Zimbabwe and the tireless efforts of fellow Nyarai, the dream of internet access became a reality. With the installation of Starlink, Epworth Primary has leapt into the digital age, opening doors to endless opportunities.

The impact was immediate and profound:

- Administration simplified – tasks that once took hours are now completed with ease.
- Learners empowered – school-based projects and research are no longer hindered by the cost of data.
- Community uplifted – children, youth, and elders from the surrounding area now gather at the school, surfing the web and expanding their horizons.

Epworth Primary has truly become a hub of knowledge, not just for its own learners but for the wider community.

The STEM club launched by the fellow at the beginning of the year has truly been transformational and inspiring:

- Learners now explore global projects created by peers their own age.
- Curiosity has blossomed into innovation, with children realizing they too can achieve greatness regardless of their background.

The STEM Fair and other zonal activities now have a new spark, fueled by access to information and ideas from across the globe. It is my hope that the Starlink Wi-Fi will catapult students to greater heights, considering that in August the STEM Club exhibited their award-winning projects at the Harare Agricultural Show at the Ministry of Education EpMafara District stand.

What once seemed impossible is now a daily reality. Epworth Primary stands as a shining example of how technology and education can break barriers, empower communities, and inspire dreams. With Starlink lighting the way and the STEM Club nurturing young innovators, the school is not just keeping pace with the world—it's racing ahead.

This is more than connectivity. It's a celebration of resilience, vision, and the belief that every child, no matter where they come from, deserves the chance to dream big and achieve even bigger.

Drumming Up Success— Confidence, Rhythm, and Teamwork in Action: Siathabisisiwe Zilala

Term 3 at Warren Park Primary School was filled with rhythm, resilience, and remarkable achievement. Leading a percussion band with our Grade 2 learners became more than just a musical activity—it was a journey of confidence-building, teamwork, and creativity.



At the start, the road wasn't easy. With limited instruments, shy participants, and no uniforms, the band had to rely on improvised materials and sheer determination. Regular practice sessions slowly transformed hesitant beats into confident rhythms, and the learners began to discover the joy of performing together.

The turning point came with strong parental support. Together, we managed to purchase uniforms, giving the band a fresh identity and a surge of morale. The learners stood taller, played prouder, and carried themselves with newfound confidence.

All the hard work paid off when the percussion band proudly secured second place in the cluster competitions. For our young Grade 2 learners, this was more than a trophy—it was proof that perseverance, teamwork, and community support can turn challenges into triumphs.

Beyond the competition, the percussion band has left a lasting impact. Learners now carry themselves with confidence, parents feel proud of their children's growth, and the school community celebrates a shared success story.

In pursuit of self-development, I successfully completed a baking course, a skill that quickly found its way into the heart of our school community. As a way to share this new talent, I volunteered to bake cakes for two of my learners who celebrated birthdays in October and November. The smiles on their faces and the excitement among their classmates turned those days into unforgettable celebrations. Parents expressed heartfelt appreciation, recognizing the gesture as more than just cake—it was a symbol of care, love, and community spirit.

Professionally, I grew in leadership, creativity, and community engagement. Personally, I discovered the joy of using my skills to uplift others. For the learners, these moments became valuable experiences that they will carry with them, reminding them that education is not only about books but also about kindness, creativity, and shared joy.

New Uniforms, New Confidence, Restored Dignity

For years, our percussion band carried immense talent and passion, yet their performance was overshadowed by ageing attire that no longer reflected their pride or potential. When I joined the school in 2020, the uniforms were already six years old, and the lack of proper attire weighed heavily on both learners and instructors. Confidence faltered, and the band's brilliance dimmed under the spotlight.

After more than a decade of waiting, the story finally changed. Through consultations with stakeholders and unwavering determination, we convinced parents to contribute towards the purchase of new percussion band uniforms. What once seemed like a distant dream became a reality, marking a turning point in the band's journey.

The transformation went far beyond the visual appeal:

- Confidence Restored – learners now step onto the stage with pride and assurance.
- Morale Boosted – instructors and performers alike feel a renewed sense of belonging.
- Identity Strengthened – the band culture has been revitalized, creating a legacy for future members.

Every parent who invests in a uniform knows it is not just clothing—it is a symbol of pride, inclusion, and excellence that their child will carry forward. The procurement of new uniforms was more than an operational purchase; it was an investment in student dignity and achievement. Today, the percussion band stands taller, plays louder, and shines brighter, embodying the spirit of resilience and community support. This milestone has created a lasting impact that will echo through performances for years to come

Conclusion

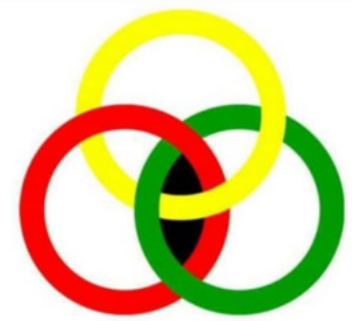
The journey of our percussion band this term is a powerful reminder that education extends far beyond textbooks. Through rhythm, teamwork, and creativity, learners have discovered confidence, pride, and a sense of belonging. From overcoming limited resources to performing with brand-new uniforms, the story of the band illustrates how perseverance, community support, and dedication can transform challenges into triumphs.

As we celebrate their achievements, we also look forward to the future—knowing that the skills, discipline, and resilience nurtured through music will continue to echo in every aspect of these learners' lives. This is more than a band; it is a living example of how passion, guidance, and opportunity can empower young minds to shine.



NEWSLETTER: CHIVI DISTRICT

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



TEACHFORZIMBABWE
December 2025



Third Term Newsletter


Welcome to this edition of the Chivi Newsletter, where we shine a spotlight on the incredible work of Teach For Zimbabwe Fellows across Chivi District. This term, our fellows have gone above and beyond, demonstrating creativity, resilience, and leadership in transforming education and community life in rural schools.

Across Chivi, many learners face significant challenges—from limited access to learning resources and digital tools, to environmental and social obstacles that affect attendance, well-being, and academic performance. Yet, our fellows have proven that determination, innovation, and collaboration can overcome these barriers. Through their initiatives, learners are not only gaining knowledge but also life skills, confidence, and opportunities for self-expression.

In this edition, you will read stories of digital empowerment, literacy, sports, environmental stewardship, and community engagement. Fellows have introduced creative programs like ICT clubs and Africa Buddy exchanges, revived school gardens, promoted self-reliance through vocational skills, and championed the empowerment of the girl child. Each story reflects a commitment to nurturing young leaders, fostering teamwork, and creating lasting, positive change.

The impact of these initiatives extends far beyond the classroom. They are building stronger schools, engaged communities, and empowered learners who are ready to embrace challenges and lead with purpose. These stories are a testament to the transformative power of education and the unwavering dedication of Teach For Zimbabwe Fellows working tirelessly to make a difference in Chivi and beyond.

Coach Obey Chipungudzanye
Chivi District



***Learning Beyond the Classroom:
Education,
Environment, and
Community at
Boader Munaka:
Augustine N.
Makaya***

Tucked in the scenic hills of central Chivi, Boader Munaka Secondary School stands proudly against the backdrop of its famous mountain range. As a Teach For Zimbabwe fellow, I have initiated several projects that I believe will have a long-term impact on both current and future students.

Impact on Education

One of my key focus areas has been fostering a love for reading. I introduced novels into the classroom, combining education with enjoyment. This approach has helped cultivate curiosity, critical thinking, and a culture of lifelong learning among our learners. Beyond classroom use, I donated personal novels to the school library, which now serves not only the students but the broader community. Seeing learners eagerly discuss stories and share ideas has been one of the most rewarding aspects of my work.

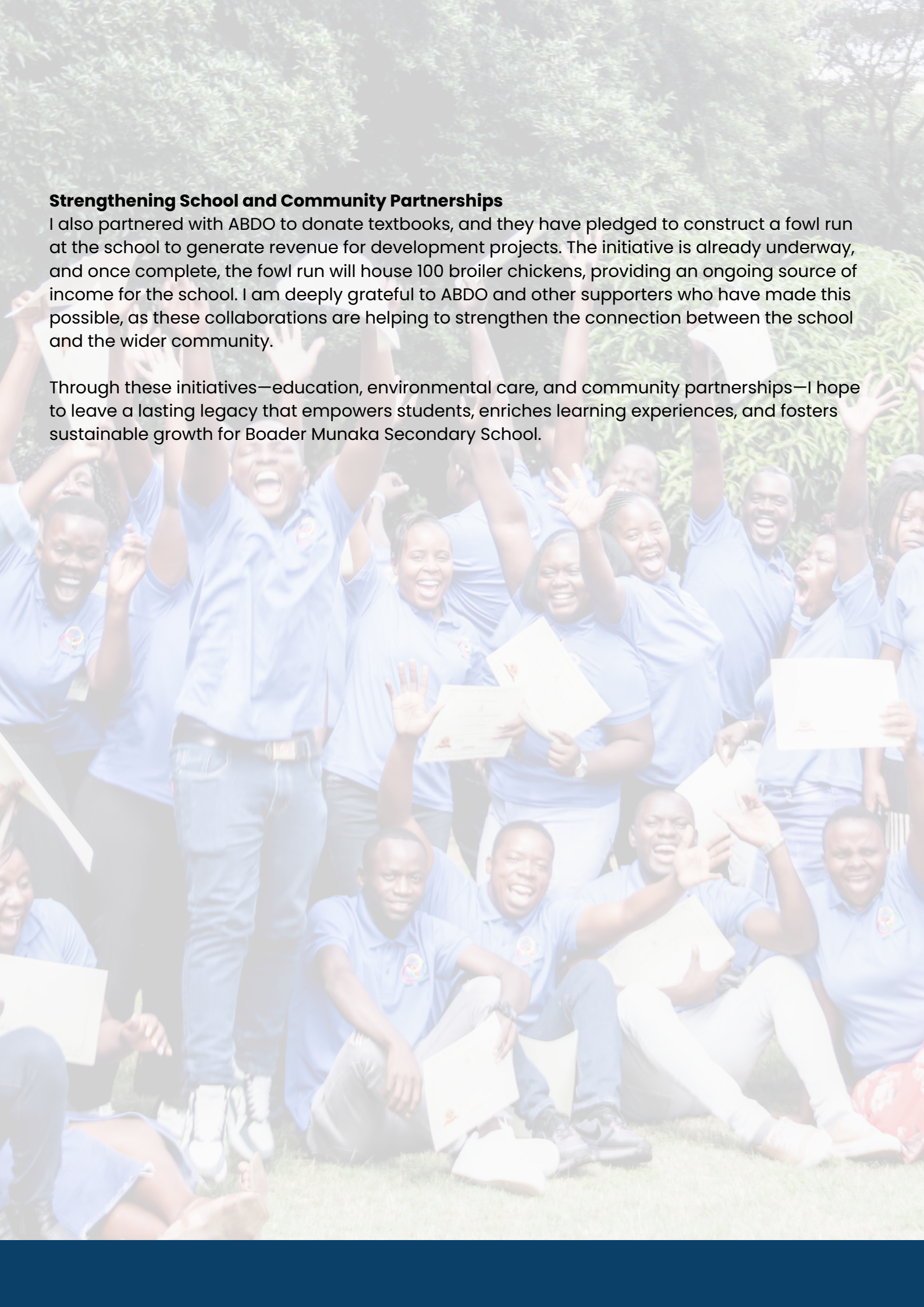
Greening the Environment

Together with our agricultural students, we embarked on a project to beautify the school by planting flowers around the grounds. While it has been challenging—students often walk 3km to fetch water—the transformation has been worth it. Over the past two years, the school has taken on a vibrant, welcoming appearance, inspiring pride among learners and staff alike.

Strengthening School and Community Partnerships

I also partnered with ABDO to donate textbooks, and they have pledged to construct a fowl run at the school to generate revenue for development projects. The initiative is already underway, and once complete, the fowl run will house 100 broiler chickens, providing an ongoing source of income for the school. I am deeply grateful to ABDO and other supporters who have made this possible, as these collaborations are helping to strengthen the connection between the school and the wider community.

Through these initiatives—education, environmental care, and community partnerships—I hope to leave a lasting legacy that empowers students, enriches learning experiences, and fosters sustainable growth for Boader Munaka Secondary School.





Cultivating Responsibility and Results: A Dual Impact Story from Chibi High School: Chipumho Nyaradzo

Environmental Club – Chibi Environmental Management Agency (CHEMA)

At Chibi High School, I initiated an Environmental Club known as CHEMA (Chibi Environmental Management Agency) with the aim of nurturing environmentally conscious learners and reviving sustainable practices within the school. Our first major focus was the revival of the school garden, which had been dormant for several years.

Through the club, learners actively engaged in land preparation, planting, recycling initiatives, and litter management. These activities have inspired students to take responsibility for their surroundings while developing leadership, teamwork, and problem-solving skills. The impact has been visible—not only in the flourishing vegetable garden but also in the renewed pride learners take in maintaining a clean and green school environment.

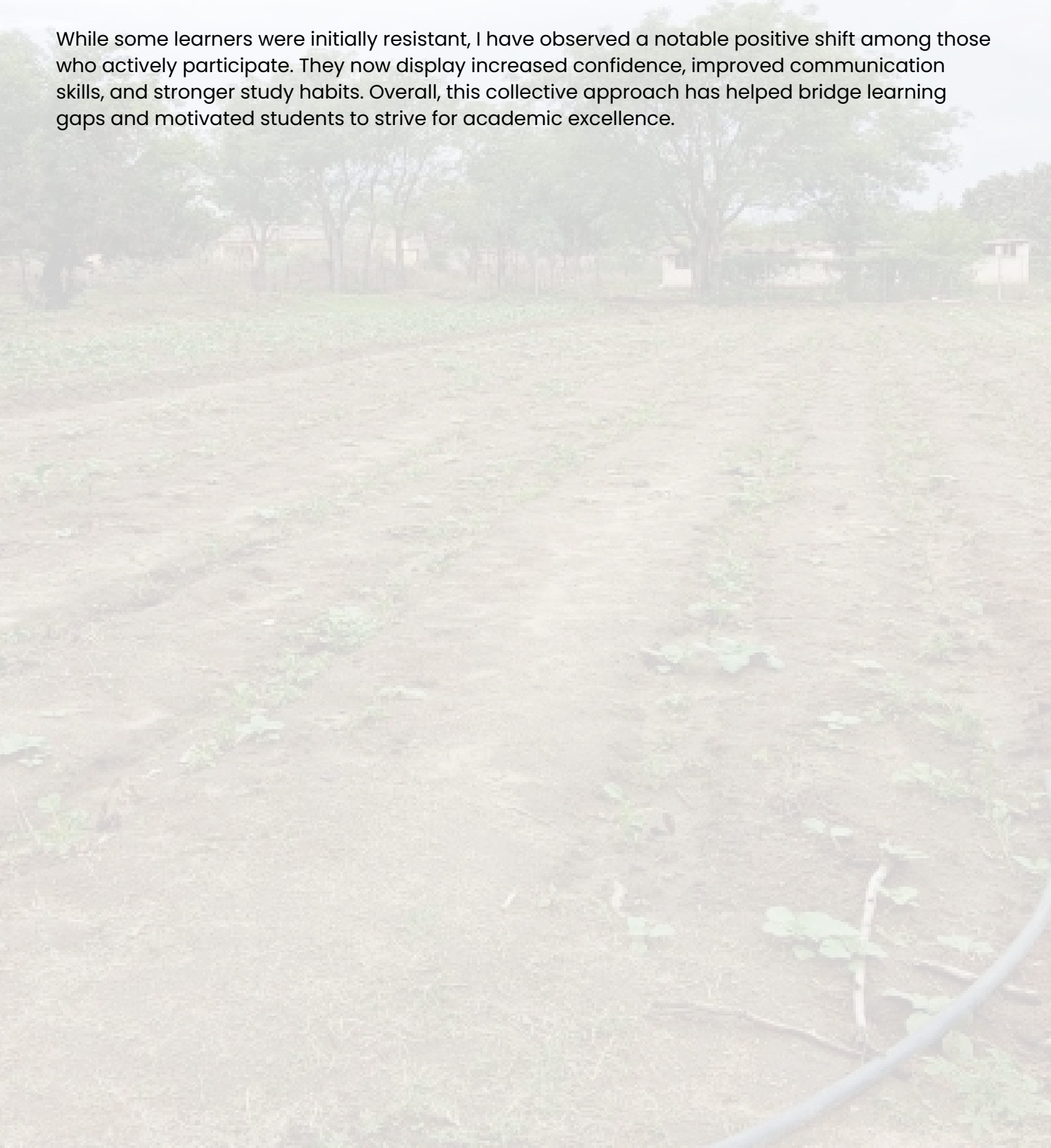
The school has greatly benefited from these efforts, enjoying a cleaner campus and a growing culture of environmental awareness. The club also participated in the Clean Schools Campaign, where learners assessed areas of excellence and identified aspects needing improvement. This reflective process strengthened their understanding of sustainability and accountability, empowering them to take initiative and create lasting environmental impact.

Academic Support Through Study Groups

In addition to environmental initiatives, I introduced study groups for Form 3.5 learners to address academic challenges, particularly in Combined Science and Mathematics, where performance had been declining. These study groups have significantly improved learner engagement and boosted pass rates in these subjects.

The collaborative learning approach encourages peer-to-peer support, allowing learners to explain concepts to one another, ask questions freely, and reinforce understanding through discussion. Study groups have also fostered discipline, consistency, and a sense of shared purpose, as learners commit to regular sessions and collective academic goals.

While some learners were initially resistant, I have observed a notable positive shift among those who actively participate. They now display increased confidence, improved communication skills, and stronger study habits. Overall, this collective approach has helped bridge learning gaps and motivated students to strive for academic excellence.





Teacher's Generosity Extends Beyond the Classroom

Victoria Chishiri, a dedicated teacher at Madyangove Primary School and a Teach For Zimbabwe Leadership Fellow, has shown that true education reaches far beyond textbooks and blackboards through a powerful act of community service in Ward 15, Chivi.

Recently, Ms. Chishiri donated 150 road runner chicks to three community groups in her local ward, creating a sustainable livelihood opportunity for several families. This generous gesture reflects her deep commitment to uplifting her community through practical economic empowerment, a core value of the Teach For Zimbabwe program.

As a Teach For Zimbabwe Fellow, Ms. Chishiri embodies the organisation's mission of developing transformative leaders who address educational inequity while also fostering community development. Her initiative highlights how fellows are equipped not only to excel in the classroom, but also to identify and respond to broader community needs that directly affect learners' lives.

The donation of road runner chicks—known for being hardy, fast-growing, and well-suited to rural conditions—offers significant long-term benefits. These birds require relatively low maintenance and can provide both food and income through sales, making them an ideal community development project in Chivi.

By distributing the chicks among three different groups in Ward 15, Ms. Chishiri ensured that the impact of her contribution would reach multiple households. This inclusive approach promotes collaboration, shared learning, and collective responsibility among community members. “Teachers like Victoria Chishiri embody the true spirit of community leadership,” colleagues and local residents have noted. “She understands that education is not only about what happens in the classroom—it’s about empowering people with the tools they need to build better futures.” At Madyangove Primary School, Ms. Chishiri is widely recognised for her dedication to learners and her innovative teaching methods. Through Teach For Zimbabwe, she has gained leadership skills and a broader vision for social impact—qualities she actively applies both within the school and beyond its gates.

This poultry project is expected to generate sustainable income for the participating groups while also strengthening food security in Ward 15. It stands as a strong example of how Teach For Zimbabwe Fellows are creating tangible, lasting change in rural communities by addressing not only educational challenges, but also the economic barriers that affect children's ability to learn and thrive.



Ms. Chishiri's work serves as an inspiring reminder that educators can be powerful agents of holistic community development—using their skills, compassion, and leadership to mobilise resources and create meaningful, long-term impact in Zimbabwe's rural areas.





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

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



TEACHFORZIMBABWE

Lighting the Flame of Confidence and Literacy: Ishi Madziwa's Impact Story



My name is Ishi Madziwa, a Teach For Zimbabwe Fellow placed at Shindi Secondary School in Chivi District. My journey as a fellow has been one of growth, learning, and transformation—not only for the students I serve, but for me as well. I joined the fellowship with a deep desire to make meaningful change through education, helping learners discover their confidence, potential, and voice. Every day at Shindi reminds me that real change begins with believing in what students can achieve, even when circumstances are far from ideal.

At Shindi Secondary School, many learners face significant challenges, from a shortage of textbooks and learning materials to limited exposure and opportunities. Yet I have come to understand that scarcity should never define potential. Instead, these challenges have strengthened my resolve to bring out the best in my students, reinforcing my belief that when learners are guided, supported, and believed in, their desire to succeed can overcome even the toughest barriers.

When I first began my placement, many learners struggled with reading, spelling, and self-confidence. In response, I introduced literacy-focused routines and encouraged group learning. Slowly but surely, I began to witness remarkable change.

One learner, Emma, initially lacked confidence and found reading particularly difficult. Through consistent encouragement and regular practice, her confidence grew. One of my proudest moments came when she featured in a video I submitted in October, reading fluently and confidently. Watching her read with pride reminded me that progress is built through small, steady victories.

Rutendo's journey has been equally inspiring. She once struggled with reading and often felt discouraged. I encouraged her to practise by reading aloud to her younger siblings every day. She took this advice seriously and made incredible progress. Today, Rutendo reads with confidence and now motivates her classmates to improve their reading skills as well.

I also made it a priority to promote teamwork and peer support among learners. Abuse, Linda, and Tendai formed a study group after I encouraged them to challenge and support one another academically. Their discipline, unity, and commitment have resulted in noticeable improvement across subjects, proving that collaboration is a powerful driver of success.

My passion for literacy and student empowerment further led me to become one of the patrons of the newly established School Writers' Club. We are building the club from the ground up, and it has already become a safe and vibrant space where learners express themselves creatively and grow in confidence. Through this initiative, I have seen tremendous growth, especially among girls whose voices, courage, and self-belief are strengthening each day. Girls' education is something I hold close to my heart, and witnessing their transformation continues to inspire me deeply.

However, the impact does not stop with the girls. Boys such as Ronald have also discovered their talents through the Writers' Club. Ronald excels in nhetembo and public speaking and now confidently performs in front of the entire school. Alongside him, Johanness and Cephas, both in Form 2, consistently demonstrate initiative and enthusiasm. They volunteer willingly, write with passion, and participate actively in extracurricular activities with remarkable energy and commitment.

There are many other learners whose stories could be shared, each representing growth, courage, and transformation. Despite the persistent challenges of limited resources, my students continue to rise above their circumstances, proving that passion and determination can thrive even in scarcity.

Through this fellowship, I have learned that leadership in education is not about having everything—it is about doing something meaningful with what you have. It is about igniting belief, nurturing growth, and helping learners understand that their dreams are valid, no matter where they begin. Watching my students grow into confident readers, writers, and critical thinkers has been the most fulfilling part of my journey, and it continues to fuel my commitment to the Teach For Zimbabwe mission.

Promoting Self-Dependency in Learners Through Sewing: Mubhoyi Kudzisai



At Mudadisi High School, we are not only committed to academic excellence, but also to equipping learners with practical skills that prepare them to face real-world challenges. I strongly believe that education should empower learners to become independent, innovative, and confident individuals who can thrive beyond the classroom.

Academically, our school has consistently performed well, maintaining a 100% TTD pass rate since 2020, and we remain focused on sustaining this standard of excellence. However, as a Teach For Zimbabwe Fellow, I felt compelled to extend learning beyond textbooks by introducing sewing and garment design skills that respond to the realities of today's job market and the evolving fashion industry.

Through this initiative, I have been teaching learners how to design and sew garments without relying on patterns, enabling them to think creatively and adapt to changing fashion trends. Last term, learners successfully learned how to make straight skirts and flared skirts, sewing garments tailored to their own measurements. This term, I introduced flared dress sewing, and several learners managed to cut and begin constructing their own designs.

While some learners face challenges in accessing fabric for practice, I continuously encourage them to persevere, reminding them that practice is essential to mastering any skill. Despite these limitations, their enthusiasm and determination remain strong. My goal is to groom learners into confident and skilled designers who can compete and create opportunities within the fashion industry.

These sewing skills serve a purpose far beyond the classroom. After completing their final examinations, learners will not remain idle at home. Instead, they will be able to join the fashion industry, repair clothing within their communities, or earn income through tailoring services. This not only promotes self-reliance, but also enables learners to generate income that can support their tertiary education aspirations. For learners who may not excel academically, sewing offers an alternative pathway to success. These practical skills empower them to start small businesses, produce handmade products, and contribute meaningfully to their households and communities, ultimately reducing dependency and fostering economic independence.

Through this initiative, I am reminded that education is most powerful when it equips learners with both knowledge and skills. By promoting self-dependency through sewing, we are shaping confident, capable, and resilient young people who are prepared to create their own futures.

When Creativity Teaches: Student-Led Drama as a Tool for Social Awareness: T Mukumbi

Using Drama to Spark Awareness and Empower Learners at Chebvumbi Secondary School

This term at Chebvumbi Secondary School has been marked by several impactful initiatives led by Teach For Zimbabwe Fellows. Among them, one stood out for its creativity, inclusivity, and strong resonance with learners: the use of student-led drama to address pressing social issues affecting young people today.

Harnessing Talent for Holistic Education

As part of his commitment to providing holistic education, the Teach For Zimbabwe Fellow identified a group of learners who, although they often struggled academically, consistently demonstrated enthusiasm, confidence, and a natural talent for entertaining others. Rather than allowing this potential to go unnoticed, he brought these learners together to form a school drama group, offering them a platform to express themselves while educating their peers.

This approach reflects a broader pattern in the Fellow's work this term – recognising diverse talents among learners and intentionally integrating them into the school's learning culture. Through drama, these learners found a sense of belonging, purpose, and confidence, proving that intelligence and leadership take many forms.

Raising Awareness Through Performance

One of the highlights of the term was a Friday assembly performance by the drama group, focusing on the effects of drug abuse. The short play powerfully depicted peer pressure, the dangers of addiction, and the long-term consequences of substance misuse. It concluded with a hopeful message centred on resilience, informed decision-making, and the importance of community support.

The performance was both educational and entertaining, capturing the attention of students and staff alike and prompting meaningful discussions long after the assembly ended.

Voices from the School Community

Teachers reflected positively on the initiative:

“This is one of several initiatives that have enriched our assemblies this term. It's refreshing to see students learning through creativity.”

Students also shared their thoughts:

“The play made me think seriously about drug abuse. It was fun but also eye-opening.”

“We want to do more dramas – about early marriages, climate change, and other issues we face.”



Lasting Impact

This drama initiative is one of many contributions made by the Fellow this term, and its impact has been significant:

- **Empowerment:** Learners who struggle academically are discovering alternative pathways to success.
- **Awareness:** Critical issues such as drug abuse are being addressed in relatable and memorable ways.
- **Community Building:** School assemblies have transformed into spaces of shared learning, creativity, and dialogue.

Together, these efforts are reshaping the culture at Chebvumbi Secondary School, demonstrating that education in rural communities can be both academically rigorous and deeply human.

Looking Ahead

Following the success of the drug abuse drama, plans are underway to stage more performances addressing topics such as gender equality, environmental conservation, and mental health. This story highlights just one of the Teach For Zimbabwe Fellow's many contributions this term and reinforces the belief that true education goes beyond the classroom – it nurtures talent, confronts real-world challenges, and inspires young people to become agents of change.



The Power of Computers: Building Digital Confidence at Batanaï Secondary School :Chenjerai Takaerdza

It was a humid Monday morning in October 2025 when I first walked into my computer lesson at Batanaï Secondary School. The computer lab had ten computers, but only seven were functional. Most of the learners had never touched a computer before, and those who had were only familiar with playing games or music. As their new Computer Studies teacher, I immediately knew I had a huge task ahead of me.

The Challenge

My learners come from diverse backgrounds. Some have access to smartphones and tablets at home, while others had never seen a computer screen light up. The digital divide was real and deeply visible. During my first lesson on Basic Computer Operations, I asked who had used a computer before. Only five hands went up out of a class of forty.

“Sir, computers are not for people like us,” one learner, Alaska, whispered to her friend.

That statement struck me deeply. I realised that my role was not only to teach computer skills, but also to dismantle fear, build confidence, and show learners that technology belongs to them too.

The Transformation

Guided by the Heritage-Based Curriculum, I began with the basics. We started by identifying computer hardware—monitor, keyboard, mouse, CPU. I sourced old computer parts from a repair shop so that every learner could physically touch and examine them. Learning quickly became interactive and exciting.

To make lessons fun, we introduced a Computer Parts Relay Race, where learners competed in teams to correctly identify and explain computer components. Laughter, teamwork, and curiosity filled the classroom.

For learners like Alaska, who were initially afraid to touch the keyboard, I formed a Typing Club during break time. We started with just ten minutes a day, using simple typing games installed on the functional computers. Learners took turns, encouraged one another, and celebrated small improvements together.



The Breakthrough

The biggest turning point came during a lesson on Internet and Email. As I explained search engines, one learner, Tinotenda Dziva, raised his hand and asked,

“Sir, can we use Google to find information about farming? My father is a farmer.”

That single question changed the direction of our learning.

We spent the next lesson searching for modern farming techniques, weather patterns, and crop prices. Tinotenda printed information on pest control and took it home. The following week, he returned to school smiling proudly—his father had used the information to save his tomato crop from a pest infestation.

From that moment, technology became real and meaningful to the learners.

Technology in Action

Soon, learners began staying after school to research topics that mattered to their families and futures:

- Rutendo searched for scholarship opportunities for her older sister.
- Solomon discovered YouTube tutorials that helped him understand Mathematics better.
- Grace learned how to design a simple business flyer using Microsoft Word.

Learning extended beyond the classroom and into homes and communities.

Innovation Through Peer Learning

Due to the limited number of computers, I introduced a peer-teaching system. Learners who grasped concepts quickly became Tech Ambassadors, assisting others during practical sessions. This approach maximised resources while building leadership, confidence, and collaboration among learners.

Everyone wanted to excel in ICT, and the classroom became a space of shared growth rather than competition.

Lasting Impact

Acquiring computer skills has transformed the lives of many learners, opening doors to new opportunities and possibilities. With the knowledge and skills I gained through Teach For Zimbabwe, I was able to empower learners to:

- Access information and online resources
- Communicate effectively using digital platforms
- Enhance their learning and academic performance
- Prepare for future careers and technological advancement

This newfound digital literacy has boosted their confidence, creativity, and competitiveness. Today, my learners no longer see computers as something distant or unreachable—they see them as tools for growth, problem-solving, and opportunity.

Through education, belief, and persistence, we are building a generation ready to thrive in the digital world.



A Journey of Digital Empowerment

In the final months of 2025, Shyline Chibanda, an enthusiastic ICT teacher at Madyangove Primary School, embarked on a remarkable journey of learning, leadership, and digital empowerment—one that extended far beyond her own classroom.

On 28 October 2025, Shyline travelled to Buhera, Murambinda, where she attended an intensive Digital Literacy Workshop that ran until 03 November 2025. Throughout the training, she immersed herself fully in new technologies, digital teaching tools, and innovative strategies for enhancing learning through ICT. She quickly stood out as one of the most active participants—eager to explore new applications, ask thoughtful questions, and collaborate with teachers from other districts. Her curiosity and commitment reflected a genuine passion for using technology to improve education.


Armed with fresh knowledge and renewed confidence, Shyline returned to her district determined to turn learning into action. Just a week later, from 10 to 11 November 2025, she confidently facilitated District-Level Digital Literacy Training for fellow educators. Her passion was unmistakable as she explained concepts clearly, demonstrated digital tools step by step, and encouraged teachers to see technology as an accessible and exciting resource. Many participants later shared that Shyline’s facilitation had made digital learning feel practical, inspiring, and achievable.

The success of the district training marked the beginning of the next chapter in her journey. The Digital Literacy initiative was scaled up to the cluster level, and on 18 and 19 November 2025, Shyline once again took on the role of facilitator. This time, she engaged an even larger and more diverse group of educators. With confidence and professionalism, she guided teachers through hands-on activities, supported them in troubleshooting real classroom challenges, and demonstrated how technology could transform teaching and learning at every level.

By the end of November, Shyline had emerged as a respected digital literacy champion—a teacher who did not simply attend a workshop, but translated knowledge into meaningful impact. Through her leadership, she empowered fellow educators across both district and cluster levels, fostering confidence and enthusiasm for digital integration in education.

Shyline Chibanda’s journey is a powerful testament to dedication, leadership, and the ripple effect of shared knowledge. Her story shows that when teachers are empowered, they in turn empower others—creating lasting change in classrooms, schools, and communities.





Tapiwanashe Musoni: Empowering Learners and Building Opportunities at Rubweruchena Secondary School

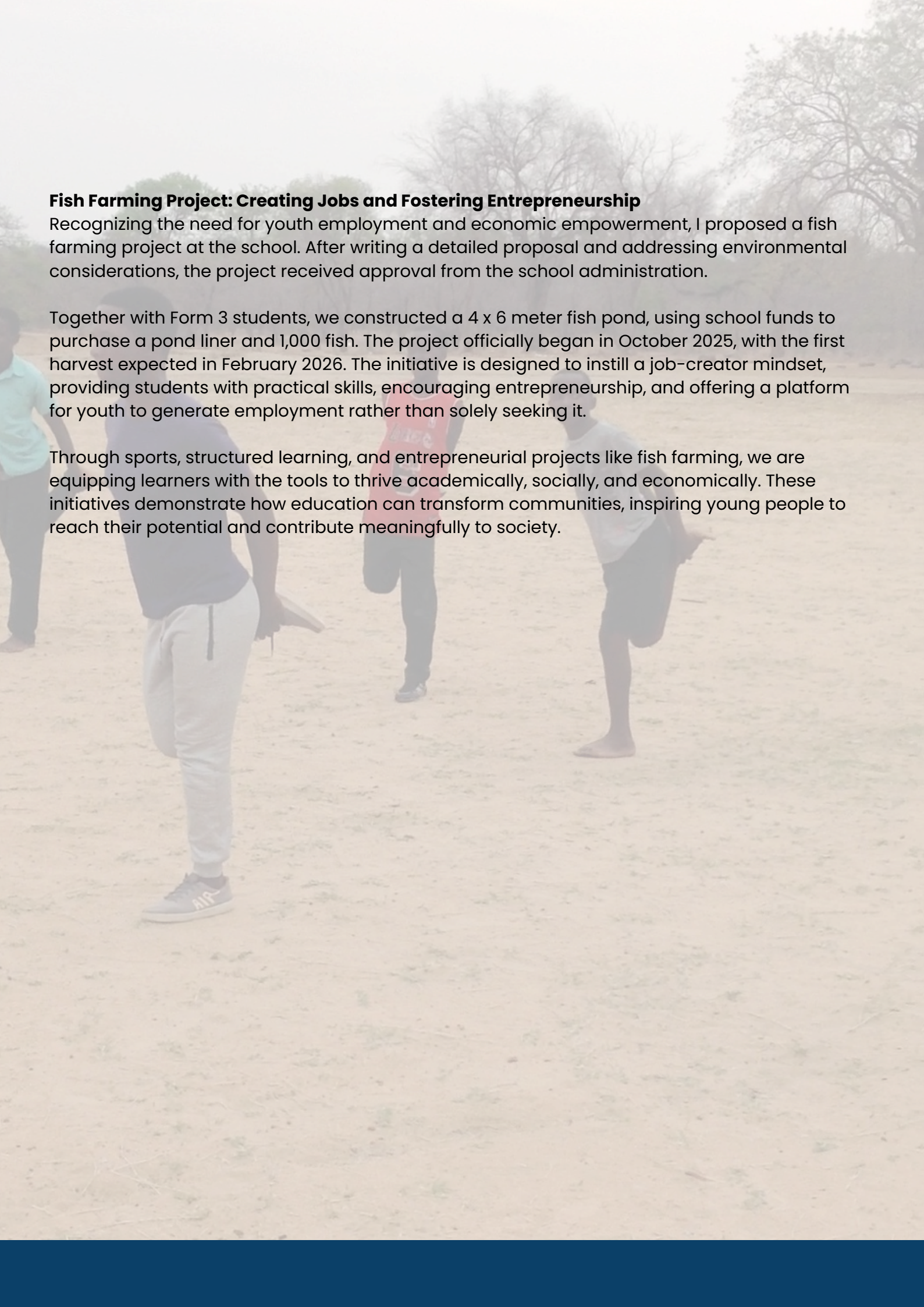
I am Tapiwanashe Musoni, a Teach For Zimbabwe Fifth Cohort fellow, deployed as a non-teaching fellow at Rubweruchena Secondary School. Since the beginning of Term Three, I have encountered a variety of challenges and opportunities within the school and surrounding communities. Through resilience, creativity, and collaboration with teachers and learners, we have managed to implement initiatives that positively impact the school's development.

Harnessing Sports for Engagement and Talent Development

Through observation and engagement, I discovered that many learners are more passionate about sports than academics. To harness this interest, I collaborated with the School Sports Director to organize daily ball games every afternoon, except Fridays. I noticed that learners who struggled academically often excelled in sports. By coaching football while other teachers led netball and volleyball sessions, I was able to encourage regular school attendance, uncover hidden talents, and boost learners' confidence.

In one instance, I successfully convinced a learner who had been absent for more than a week to return to school by highlighting the exciting sports activities. I also noticed that instructing learners to perform regular exercises like running or push-ups was initially met with resistance. To overcome this, I introduced joint exercise participation, taking part in the activities alongside learners. This approach motivated students, strengthened our bond, and reduced levels of misbehavior.

Building on the momentum of increased attendance, I introduced afternoon study sessions to reinforce morning lessons. By designating a Form Two classroom as a study centre, learners now have a structured space to focus on academics. Afternoon studies improve retention, fill knowledge gaps, build confidence, and teach learners to prioritize tasks, manage time, and stay organized. With these measures in place, we anticipate improved academic outcomes at the end of the term.

The background of the page is a faded, semi-transparent image of several young people playing soccer on a dirt field. They are in various poses, some with their feet on the ball, others in motion. The scene is outdoors with trees in the background under a bright sky.

Fish Farming Project: Creating Jobs and Fostering Entrepreneurship

Recognizing the need for youth employment and economic empowerment, I proposed a fish farming project at the school. After writing a detailed proposal and addressing environmental considerations, the project received approval from the school administration.

Together with Form 3 students, we constructed a 4 x 6 meter fish pond, using school funds to purchase a pond liner and 1,000 fish. The project officially began in October 2025, with the first harvest expected in February 2026. The initiative is designed to instill a job-creator mindset, providing students with practical skills, encouraging entrepreneurship, and offering a platform for youth to generate employment rather than solely seeking it.

Through sports, structured learning, and entrepreneurial projects like fish farming, we are equipping learners with the tools to thrive academically, socially, and economically. These initiatives demonstrate how education can transform communities, inspiring young people to reach their potential and contribute meaningfully to society.



Driving Change Through Education and Community Leadership: Kingdom Gwangwava

During the third term, I strengthened my role as an instructional leader and community mobiliser, driving learning outcomes that addressed both academic needs and local development priorities. My work focused on three pillars: learner achievement, school-community engagement, and system strengthening through innovation.

1. Improving Learner Achievement

I introduced structured learning routines that strengthened foundational literacy and climate-oriented numeracy skills. Through lesson redesign and consistent use of formative assessments, learners gained confidence in comprehension tasks and applied geography concepts with accuracy. Geography classes at Bwanya Secondary School showed notable improvements as learners engaged in real-world mapping tasks linking theory to local environmental challenges.

2. Advancing Climate and Peace Education

Leveraging my background in climate education, I led the “Our Climate, Our Future” learning series. This initiative empowered students to analyze how environmental degradation affects livelihoods and peace in Ward 3. Learners produced conflict mapping reports and site sketches demonstrating critical thinking and agency, catalyzing active participation from Form 1 to 3 students and extending problem-solving skills beyond the classroom.

3. Strengthening School and Community Collaboration

I facilitated multi-stakeholder dialogues, bringing together parents, teachers, and community leaders around adolescent learning needs. A particular focus on girls’ education led to improved attendance monitoring and enhanced support systems for vulnerable learners. I also mentored student leaders who now coordinate peer learning circles, improving homework quality and reducing absenteeism.

4. Innovation and Digital Empowerment

I supported the school in adopting simple EdTech tools for assessments and data collection. This enabled efficient tracking of learner progress and introduced teachers to free digital platforms that enhance instructional planning. The school administration now uses these tools to plan lessons and manage term records more effectively.



5. Leadership Influence Beyond the Classroom

Through my networks, I amplified youth voices in climate action and education via platforms such as AIIDEV Africa and PGCN. Participation in national and international forums enriched classroom discussions and inspired learners to see themselves as future leaders.

Attached Roles and Leadership Portfolio

- MBIMB Ambassador – Promoting holistic education through mindfulness-based learning to strengthen wellbeing and learner engagement.
- UNSDSN Global Schools Advocate – Championing Education for Sustainable Development and integrating SDGs into teaching, learning, and ~~community outreach.~~
- Climate Interactive Ambassador (to be) – Preparing to use systems thinking and En-ROADS modelling for community climate education and planning.
- Becoming Force of Nature Leader – Developing climate leadership skills to help young people navigate eco-anxiety and build strategic action pathways.



Celebrating Culture and Empowering the Girl Child | Zendera Bernadette – 4th Cohort, Ruminya High School

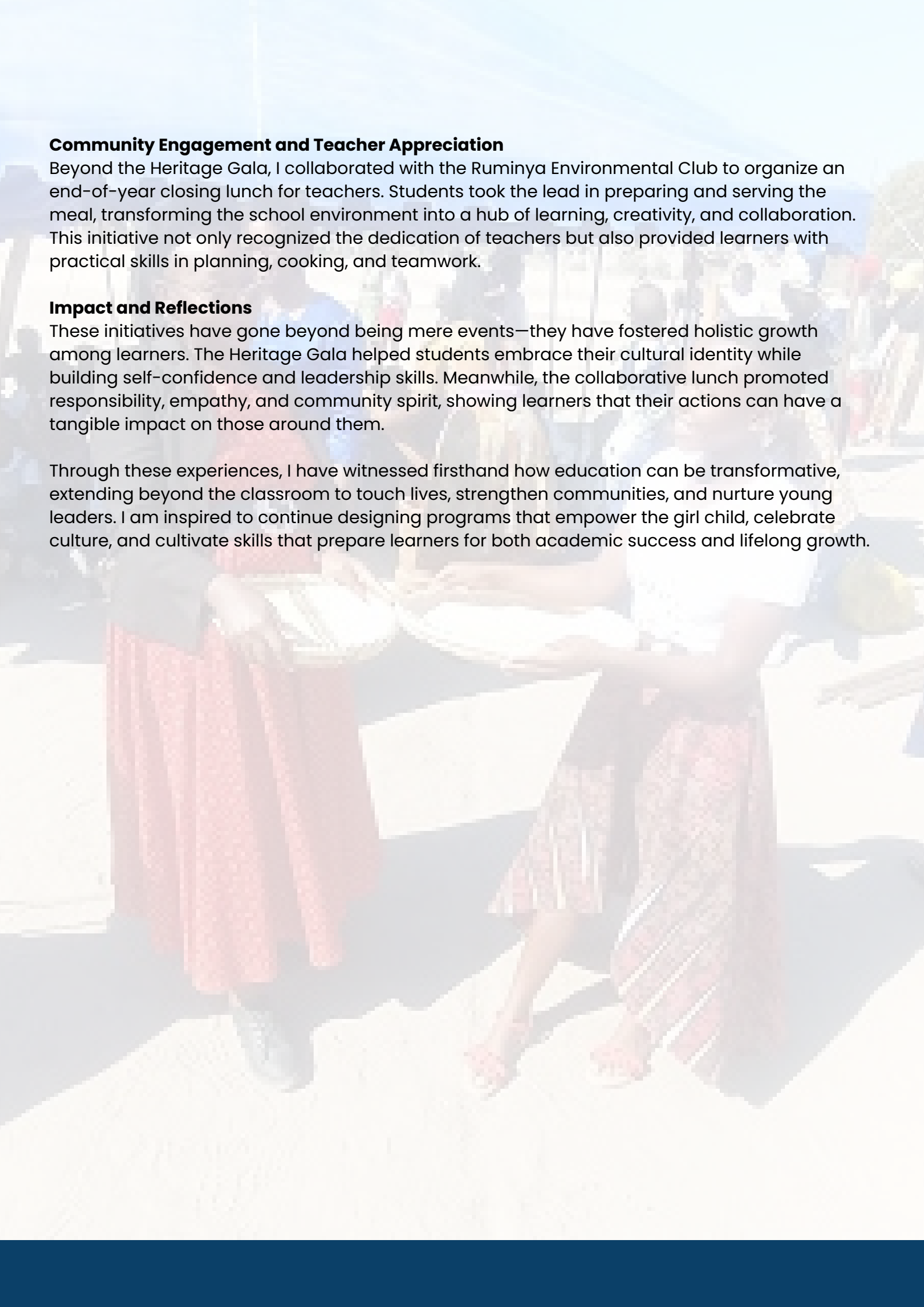
I am Zendera Bernadette, a 4th cohort fellow in my second year at Ruminya High School in Chivi District. As an educator, I am deeply passionate about the well-being, empowerment, and holistic development of the girl child. This term, I had the privilege of spearheading initiatives that combined education, culture, and community engagement, creating meaningful experiences for both learners and teachers.

Heritage Gala: Preserving Culture and Building Confidence

One of the highlights of the term was organizing a Heritage Gala within our school cluster. This event provided a platform for girls to showcase their talents through modelling, poem recitations, and demonstrations of cultural homes. Beyond the celebration of culture, the gala had multiple objectives:

- Preserving identity and heritage: Girls engaged with traditions and cultural knowledge, fostering a deeper understanding of their roots.
- Building confidence and leadership skills: By performing in front of peers, teachers, and community members, learners practiced public speaking, stage presence, and self-expression.
- Encouraging teamwork and discipline: Participants collaborated in planning and rehearsals, learning the importance of preparation and cooperation.
- Strengthening sisterhood: The gala nurtured a supportive environment where girls cheered each other on, creating a lasting sense of community.

The event was enriched by the participation of female guardians from the community and lady teachers from multiple schools in the cluster. Their mentorship and encouragement inspired learners, creating intergenerational connections that highlighted the importance of guidance and role models in empowering young women.



Community Engagement and Teacher Appreciation

Beyond the Heritage Gala, I collaborated with the Ruminya Environmental Club to organize an end-of-year closing lunch for teachers. Students took the lead in preparing and serving the meal, transforming the school environment into a hub of learning, creativity, and collaboration. This initiative not only recognized the dedication of teachers but also provided learners with practical skills in planning, cooking, and teamwork.

Impact and Reflections

These initiatives have gone beyond being mere events—they have fostered holistic growth among learners. The Heritage Gala helped students embrace their cultural identity while building self-confidence and leadership skills. Meanwhile, the collaborative lunch promoted responsibility, empathy, and community spirit, showing learners that their actions can have a tangible impact on those around them.

Through these experiences, I have witnessed firsthand how education can be transformative, extending beyond the classroom to touch lives, strengthen communities, and nurture young leaders. I am inspired to continue designing programs that empower the girl child, celebrate culture, and cultivate skills that prepare learners for both academic success and lifelong growth.



Impact Story: Africa Fellow Buddy Program – Igniting Digital Learning at Muzogwi Secondary School

The Africa Fellow Buddy Program was a transformative initiative that brought meaningful change to Muzogwi Secondary School in Chivi District. As one of the top Buddies selected from Zimbabwe and Nigeria—out of 35 Fellows across 7 African countries—it was a tremendous honor to participate in this pioneering exchange program. Hosting the first-ever Africa Buddy Program in Zimbabwe was both historic and inspiring.

Cross-Continental Collaboration

The program paired a host Buddy from Zimbabwe, Nobukosi Sibanda, with a visiting Buddy from Nigeria, Rashidat Uthman, creating a platform for cross-cultural exchange, learning, and innovation. Together, we worked to introduce digital literacy to learners and teachers in a school that had limited exposure to technology.

Empowering Learners Through Digital Tools

The program had a profound impact on students, many of whom had never interacted with digital platforms. Through hands-on sessions, learners gained confidence in using:

- Google tools for research and collaboration
- Microsoft Office applications for creating documents, presentations, and spreadsheets
- PhET simulations to explore interactive science and math experiments

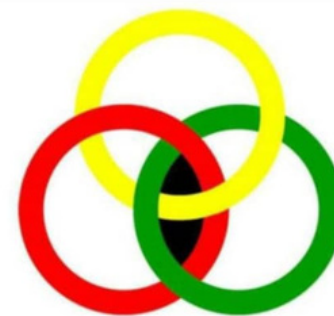
Students who were initially hesitant quickly became engaged, curious, and motivated to explore technology independently. The program not only improved digital skills but also nurtured creativity, critical thinking, and problem-solving, equipping learners for a future in an increasingly digital world.

Empowering Teachers and the Community

Teachers at Muzogwi Secondary were trained on Google Classroom, Zoom, and PhET Simulations, enabling them to integrate digital tools into their everyday teaching. The community—including school leadership and local stakeholders—embraced the innovation with pride and support, recognizing the potential of technology to enhance learning outcomes.

NEWSLETTER: CHIREDDZI DISTRICT

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



TEACHFORZIMBABWE
December 2025



Third Term Newsletter

It is with great pride and excitement that I present this edition of our newsletter, showcasing the remarkable dedication, creativity, and impact of our Teach For Zimbabwe fellows. Each story highlights the transformative power of education, the resilience of our learners, and the unwavering commitment of our educators to creating lasting change in our communities.

Through these pages, you will witness how our fellows are not only teaching lessons but inspiring confidence, nurturing leadership, and empowering young minds to dream big. I invite you to celebrate these achievements with us and join in our mission to build a brighter, more equitable future for every child

Coach Stedy Chitaka
Chiredzi District.



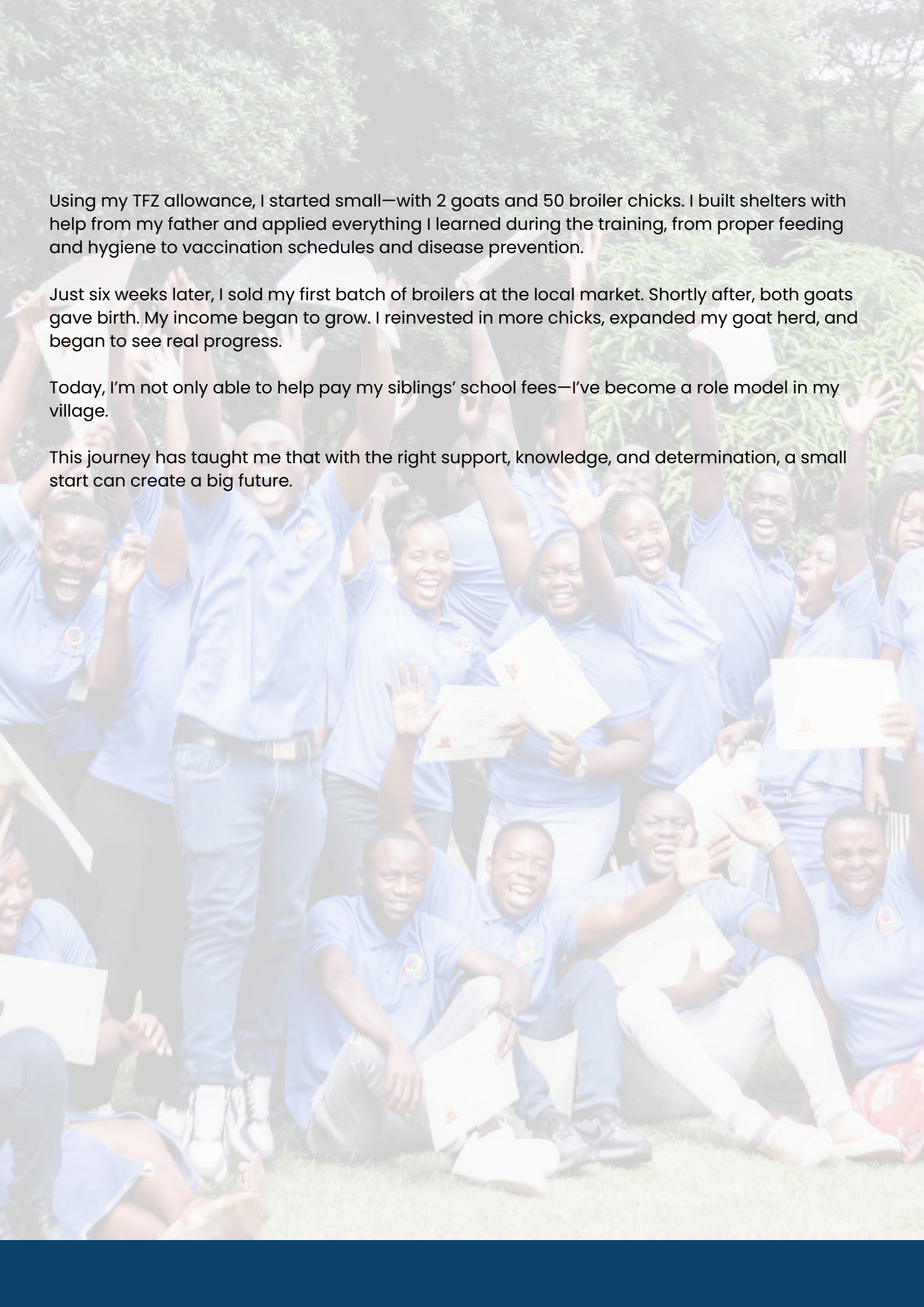
***Building Futures:
How I Turned
Opportunity Into
Empowerment:
One Chauke***

My name is One Chauke, a TFZ fellow at Chibwedziva High School in Chiredzi District. The year 2025 has been a wonderful and fulfilling year, filled with activities such as cleaning campaigns, various school projects, and girl empowerment programmes.

I took part in the distribution of school uniforms to learners under CAMFED. (CAMFED—the Campaign for Female Education—is an international non-profit organisation that supports girls' education and women's empowerment in marginalized communities across Africa, helping them stay in school, thrive, and transition into independent young women.)

I also held guidance and counselling sessions to support the girl child and teach them about the risks of early marriages. In addition, I organised feeding programmes as a way to keep learners in school, and as a result, attendance and participation greatly improved—learners genuinely enjoyed being at school

I also worked on several personal development projects. In early 2025, everything changed for me when our community introduced a youth empowerment initiative called Vision Thrive 2025. Through this programme, I received training in animal husbandry, focusing on two high-return projects: goat keeping and broiler production.

A large group of young people, likely students, are gathered outdoors on a grassy area. They are all wearing matching light blue polo shirts and dark blue trousers or skirts. Many of them are holding up white certificates or diplomas, and their arms are raised in the air, indicating a celebratory occasion. The background is filled with lush green trees and foliage. The overall atmosphere is one of joy and achievement.

Using my TFZ allowance, I started small—with 2 goats and 50 broiler chicks. I built shelters with help from my father and applied everything I learned during the training, from proper feeding and hygiene to vaccination schedules and disease prevention.

Just six weeks later, I sold my first batch of broilers at the local market. Shortly after, both goats gave birth. My income began to grow. I reinvested in more chicks, expanded my goat herd, and began to see real progress.

Today, I'm not only able to help pay my siblings' school fees—I've become a role model in my village.

This journey has taught me that with the right support, knowledge, and determination, a small start can create a big future.



Growing Minds, Growing Futures: Innovation and Impact at Chibwedziva High: Beatrice Mabasa

Chibwedziva High School is buzzing with energy, innovation, and impact. Our learners are thriving not just academically, but as active participants in projects that teach entrepreneurship, responsibility, and the power of technology.

Entrepreneurship in Action

Our school runs several projects that are transforming both learning and the community. The nutritional garden is flourishing, producing a variety of crops used in the school feeding program and sold to the community, teaching learners the value of hard work and sustainability. The layers project is equally impressive, producing 300 eggs per day—showing our students that business and responsibility can go hand in hand.

Championing Social Responsibility

Our learners are learning that giving back is just as important as learning. They engage in community clean-up campaigns, learning the value of civic duty and teamwork. Law enforcement officers also visit the school to educate students on child protection laws and the dangers of drug and substance abuse, empowering them to make safe, informed choices.

Promoting Education Through Innovation

Partnerships have been crucial to our success. Through POTRAZ, the school received 10 laptops just when we faced a crisis that threatened to remove Computer Science from the curriculum—relieving both parents and administration and opening doors to digital learning. Starlink Wi-Fi has further bridged the digital divide, enabling learners to explore new possibilities. Programs like DREAMS have supported 48 girls with full school uniforms, encouraging them to stay in school, focus on their studies, and dream big.

A large group of students in blue and yellow uniforms are sitting on the ground under a large tree, listening to a speaker. The scene is outdoors, and the ground is covered with shadows from the tree. The students are looking towards the speaker, who is standing in the center of the group. The overall atmosphere is one of a community gathering or a school assembly.

Conclusion

The stories emerging from Chibwedziva High School show that education is about more than classrooms and textbooks—it's about empowerment, opportunity, and community. Through entrepreneurship, social responsibility, and innovative learning initiatives, learners are gaining skills, confidence, and a sense of purpose. With the support of partners, programs like DREAMS, and practical projects like the garden and layers initiative, these young minds are not only thriving academically but also becoming change-makers in their community. The future looks bright at Chibwedziva, and every achievement is a step toward a generation of leaders ready to shape Zimbabwe's tomorrow.



From Skills to Success: Empowering Girls at Gezani Secondary School: Mazvita Ntuli

At the start of 2025, I was appointed as the Guidance and Counseling teacher at Gezani Secondary School, and I quickly dove into initiatives that uplift learners while promoting their well-being. Partnering with organizations like CAMFED and Terre des Hommes allowed me to take on the role of a life skills coach, giving me the opportunity to implement projects that truly change lives.

Bathfoam and Dishwashing Liquid Production

One of my first ventures was launching a bathfoam production project. With hard water common in our area, demand for bathfoams was high, creating a perfect opportunity for learners to develop practical skills while generating income. This project empowers our girls to be self-reliant and independent, teaching them entrepreneurial skills that will serve them well both during and after school.

Broiler Chicken Production

Using the proceeds from our bathfoam and dishwashing liquid sales, we started a broiler chicken project. The girls are actively involved in feeding, cleaning, and managing the chickens, learning responsibility and teamwork along the way. Beyond skills, these initiatives have a deeper impact—they help prevent early child marriages and reduce school dropouts by keeping learners engaged and motivated.

Through these projects, our girls are not just learning—they are building confidence, discovering opportunities, and envisioning a future where they can thrive. Seeing them take ownership of these initiatives and succeed fills me with pride and reminds me why empowering young people is so important. At Gezani Secondary School, we are proving that with the right guidance and opportunities, our learners can turn small ideas into big futures.





From Community Advocacy to International Platforms: My Journey of Voice, Leadership, and Impact: Benedict Bvunyenge

This term has been nothing short of transformational for me. I moved through advocacy spaces that stretched from my local ward all the way to international platforms—and each step strengthened my leadership,

sharpened my confidence, and deepened my passion for education justice. This report captures the advocacy, leadership development, and capacity-building work I engaged in at local, national, regional, and international levels.

Local-Level Engagement: Raising My Voice at Ward 4

I began at the grassroots. I attended the Ward 4 Council Budget Consultation meeting at Machoka Primary School, where I actively contributed to the discussions. I advocated for increased education funding for Rural District Council (RDC) schools, emphasizing the need for improved learning conditions and fair resource allocation for rural learners. It was empowering to see local leaders listen and engage with my contributions.

National-Level Participation: Shaping the Conversation on Teacher Motivation

I then took part in the 2026 National Budget Consultation at Chitsanga Hall in Chiredzi Town. During this session, I highlighted the urgent need to incentivize teachers serving in remote and hard-to-reach communities. I emphasized that without strong motivation and support systems, teacher attrition will continue—and learners in marginalized areas will pay the price. My contribution added weight to the national conversation on equitable education investment.

Research and Presentation: Amplifying Rural Learners Through Evidence

One of my proudest moments was presenting Kuyenda Collective research findings before a panel of stakeholders. Sharing data-backed insights that reflect the real experiences of rural learners and educators gave me a powerful platform to influence policy and budgeting decisions. Through this presentation, I strengthened my advocacy by using evidence to push for meaningful change.

Regional Engagement: Learning Beyond Borders

My advocacy journey reached new heights when I participated in the Kuyenda Collective Boot Camp and later attended the International Education Conference held in Tanzania. These platforms allowed me to engage with education champions from across the region, exchange ideas, and gain exposure to transformative best practices in education advocacy. It broadened my understanding of how regional collaboration can strengthen local action.

Conclusion: Growth, Purpose, and a Renewed Commitment

Through these diverse engagements—from the ward level to international stages—I have grown in leadership, sharpened my advocacy skills, and contributed meaningfully to key discussions on resource allocation and education governance. This term has reinforced my belief that when young people are empowered to speak, doors open—not only for us, but for the communities we represent. I walk away inspired, equipped, and even more committed to fighting for equitable education for all.

My Month At Chisambinji Primary School — BY Melody Jasi



At Chisambinji Primary School, every day feels like a celebration of learning, creativity, and growth. Our classrooms stretch far beyond four walls – into open fields of imagination, cultural rhythms, and hands-on experiences that shape who our learners are becoming. From my typing sessions to broiler feeding, gymnastics, and the vibrant Chebhelani dance, I see our children discovering their gifts and their confidence one activity at a time.

This month, I captured the heartbeat of our school – a place where every lesson sparks courage, every dance step tells a story, and every smile reflects a dream in motion.

Typing Toward a Digital Future

One of my favourite moments this month was guiding learners through typing tests. As I sat with them, teaching finger placement and speed, I realised how powerful it is to introduce technology early.

For me, typing is more than pushing keys –

it's preparing our learners to navigate a future driven by technology.

Their excitement grows with each session, and I can already see them gaining confidence, accuracy, and digital fluency. This work is helping shape future innovators, creators, and problem-solvers.

Feeding the Future: Learning Responsibility Through Broiler Care

Another highlight has been our broiler project. Watching the learners take turns feeding, cleaning, and monitoring the chicks reminds me how learning can blossom outside the classroom.

This project is about more than raising chickens –

it teaches teamwork, responsibility, entrepreneurship, and environmental awareness.

As the chicks grow, I see the same growth in our learners: more confidence, more discipline, and a stronger sense of ownership. Their excitement each morning as they run to check on the broilers always warms my heart.

Teachers Preparing for Prize Giving Day

As teachers, we also had our own homework – preparing for Prize Giving Day. We gathered outside under the open sky, rehearsing speeches with laughter and unity.

Our shared motivation was simple:

“Every child is a star, and our celebration is for their light.”

I could feel the passion among my colleagues as we worked to honour our learners' achievements. Seeing students watch us rehearse with pride and anticipation reminded me why we do this work – because every child deserves to feel valued and celebrated.

Gymnastics: Balancing Skills and Confidence

The school grounds were alive with energy as our gymnasts practiced flips, stretches, and formations. I watched them build human towers with such trust and discipline that it left me in awe.

Gymnastics has given our learners more than physical fitness; it has gifted them coordination, confidence, focus, and teamwork. The laughter, determination, and applause from their peers filled the school yard with joy – a reminder that Chisambiji is a place where dreams are lifted, balanced, and made real.

Cultural Pride in Motion – The Chebhelani Dance

One of the most beautiful scenes this month was watching the learners perform the Chebhelani dance. Their colourful costumes swirling in the dust, the rhythm of the drums, their confident smiles – it all felt magical.

Our learners said something that touched me deeply:

“When we dance the Chebhelani, we tell our story of joy, unity, and tradition.”

This dance strengthens their connection to heritage, teaches discipline, nurtures teamwork, and fills our school with cultural pride. It is more than movement – it is the heartbeat of Chisambiji Primary.

Nurturing Growth Through Our Broiler Project

Leading the broiler project has been one of the most fulfilling experiences of my month. As I guide learners in caring for the chicks, I see how each small action – feeding, checking, cleaning – teaches patience, compassion, consistency, and responsibility.

This project feeds ambition just as much as it feeds the birds.

It instils entrepreneurial thinking, practical knowledge, and discipline from a young age.

It also strengthens the bond between us through shared goals and teamwork.

Watching feathers fluff and chicks grow reminds me just how quickly our learners are growing too.



Empowering Through Technology – Leading the Digital Drive

Inside our classroom, the quiet tapping of keys has become a symbol of progress. As I continue to sharpen my own typing skills, I am also modelling commitment to lifelong learning. Technology is now woven into our lessons, helping learners and teachers build accuracy, digital confidence, and modern communication skills. I want our learners to see computers not as intimidating machines but as doors to creativity, opportunity, and the wider world.

Voices of Inspiration – Rehearsing for a Day to Remember

As Prize Giving Day approaches, my colleagues and I have been rehearsing our speeches outdoors, fine-tuning every word to celebrate our learners with the warmth they deserve. Our rehearsals have strengthened school spirit, inspired learners, and shown them that we take their achievements seriously. Watching them light up when they realise we're preparing for them is priceless.

When the sun set behind us during one rehearsal, our voices carried a promise – that the celebration ahead will be unforgettable.

My Reflection

At Chisambiji Primary, learning is more than lessons – it's a full experience of growth, culture, creativity, and empowerment. Each day, I see learners building confidence, nurturing dreams, and shaping their future with every keystroke, dance step, and act of care.

We are not just teaching;
we are inspiring.

We are not just learning;
we are becoming.

Every spark of curiosity today is lighting the bright leaders of tomorrow – and I am grateful to be part of that journey.



Empowering Girls, Changing Futures — My Journey at Mwenje Secondary School

I'm Enie Dube, a Teach For Zimbabwe Fifth Cohort fellow, stationed at Mwenje Secondary School. I've lived and worked in the Chizvirizvi area for over three years, and during that time, I've witnessed a worrying trend: during festive seasons, many girls drop out of school to get married.



Through my observations and research, I found that several factors contribute to early marriages in this community. Some girls are neglected by their parents, some lack interest in education, some do not receive parental support, and others aspire to migrate to South Africa. Many learners stay alone while their parents are away, and because no support is sent home, marriage often seems like the only option.

Determined to create change, I introduced the Girl Child Club at our school. Every Wednesday, I meet with the girls alongside a few female teachers. Together, we counsel them, discuss the challenges they may face in the near future, and emphasize one key message: education is their most powerful tool for independence and success.

The impact of the club has been encouraging. Parents have shared that their daughters often express the desire to be like me – a working woman who manages her time, responsibilities, and income independently. Knowing that I am becoming a role model for these young girls, both at school and in the wider community, is deeply rewarding.

Last month, our efforts received a boost when a non-governmental organization, in partnership with CAMFED, joined our sessions. They donated sanitary pads and underwear, which motivated the girls to attend school regularly and take part in the sessions with renewed enthusiasm. The Girl Child Club is no longer just a support group; it has become a source of hope, empowerment, and inspiration for our learners.

Through these initiatives, I see firsthand how education, guidance, and community support can transform lives. Every week, as I interact with the girls, I am reminded that empowering one child today can change the course of many futures tomorrow.



From the Ground Up: Greening Nyakabau Primary School With Grade 1 and 2 Learners: Taberth Jasi

My name is Nobukhosi Nyoni, and I am a proud Teach For Zimbabwe Fellow stationed at Makhosiya Primary School in Chiredzi. From the moment I arrived, I was struck by my learners' curiosity and eagerness to explore the world beyond their immediate environment. I knew that my role would be to open new doors of opportunity for them—doors that lead to knowledge, technology, and environmental stewardship.

One of my key focus areas has been introducing digital literacy through the Akello Smart Learning platform. Many of the students had never interacted with digital learning tools before, and seeing their eyes widen with excitement as they navigated lessons for the first time was deeply rewarding.

Through guided practice, I helped them build confidence in typing, navigating educational platforms, and accessing digital resources. This exposure has not only improved their academic performance but also expanded their sense of what is possible in their futures.

Beyond digital literacy, I have committed to teaching learners about conservation and environmental care. Together, we embarked on lessons and activities focused on protecting our natural surroundings. One of the most meaningful projects has been planting trees within the school yard. Each learner planted a tree and took responsibility for nurturing it, learning firsthand about sustainability, climate awareness, and the power of small actions in shaping a greener future.

Through these initiatives, I have witnessed remarkable growth in the learners academically, socially, and environmentally. They are developing into responsible digital citizens and young conservation ambassadors. My journey at Makhosiya Primary School continues to remind me of the transformative power of education, technology, and community-driven action.



Empowering Learners Through Collective Action: My Journey with Camfed Alumni


My name is Sinyolo Tinowona, and as an advocate, I am passionate about supporting learners who face barriers to education. To make a meaningful impact, I formed a group of women who are Camfed members—women who themselves have benefited from Camfed programs. Together, we committed to contributing \$5 each month to ensure that disadvantaged learners have access to the resources they need to thrive in school.

Through our collective efforts, we have been able to provide practical support that makes a real difference in learners' lives. We bought two pairs of shoes for girls in Form 1 and Form 2, three pleated skirts for Form 5 girls, a jersey for a Form 2 girl, and ten pairs of socks to ensure learners feel included and confident at school. We also provided school fees, stationery, and uniforms for Emmanuel, a Grade 5 boy who was at risk of dropping out. Supporting him not only kept him in school but also reminded me of the transformative power of community support.

Beyond material support, I have made it a priority to build trust and relationships with learners. On my birthday, I bought sweets for 59 learners, creating a moment of joy and connection. This simple gesture encouraged them to feel comfortable approaching me with their concerns and challenges, knowing that they have someone who genuinely cares about their well-being and education.

These experiences have taught me that empowering learners is about more than providing resources—it's about building relationships, fostering hope, and creating a community where every child feels valued and supported. Seeing learners succeed, remain in school, and grow with confidence is the most rewarding part of my work.

Through these initiatives, I am reminded that even small, consistent acts of kindness and support can transform lives. Together, as a community, we can ensure that every learner has the opportunity to dream big, stay in school, and realize their full potential.



Let Girls Thrive: Empowering Change at Citrus Primary School

My name is Eunice Maturure, and I am stationed at Citrus Primary School. This year, I had the privilege of guiding an incredible group of Grade 4 girls who decided to take initiative and make a difference. They called themselves “Let Girls Thrive”, and their goal was simple yet powerful: to improve their school and community while learning valuable skills along the way.

Clean-Up Campaign


On a sunny Friday morning, the girls gathered in the school yard armed with brooms, trash bags, and gloves. With determination and laughter, we marched to the nearby park, ready to transform the space. Together, we picked up plastic bottles, wrappers, and paper, filling bag after bag with litter. By the end of the morning, the park was noticeably cleaner and safer—a tangible result of their hard work and commitment.

Poultry Project

Our efforts didn’t stop at the clean-up campaign. The girls were eager to learn about responsibility and entrepreneurship, so we worked together to establish a small poultry project. With my guidance, they built a fowl run and began caring for the chickens. Each girl took turns feeding, cleaning, and monitoring the chickens’ growth. Soon, the project will allow them to sell school chickens, teaching them business skills and the value of consistent effort.

Nutrition Garden

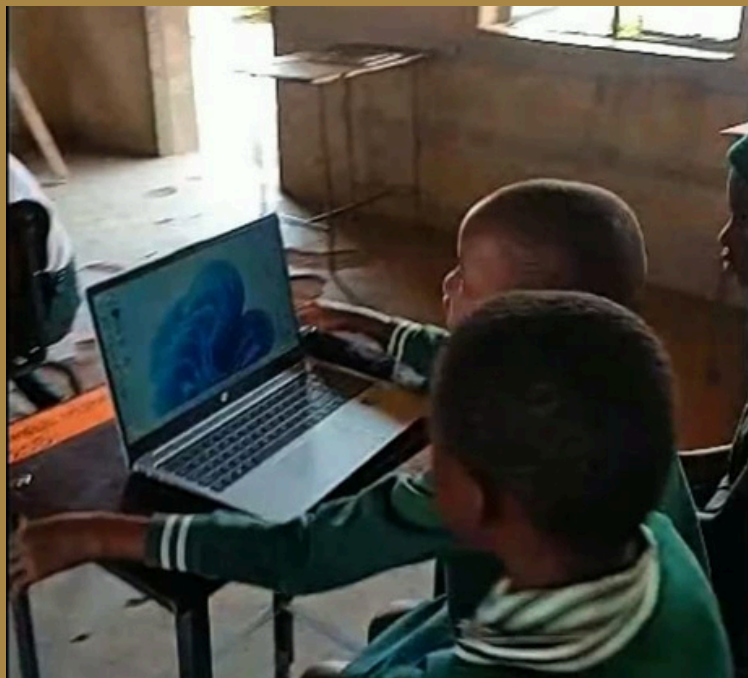
Next, we created a nutrition garden. The girls planted fresh vegetables such as spinach, carrots, and tomatoes, learning firsthand about healthy eating and sustainable food production. They harvested the crops and contributed them to the school kitchen, where the vegetables were used in nutritious meals for all students. “This is so much fun!” exclaimed Mufaro. “I love eating the veggies we grow ourselves!” Their pride in seeing their efforts feed their peers was both heartwarming and inspiring.



Success and Celebration

The Let Girls Thrive group presented their projects to the entire school during assembly. The room erupted with cheers and applause, recognizing their dedication, creativity, and teamwork. “We did it!” exclaimed Pelvic. “We’re making a difference!”

Through guiding this club, I have witnessed the power of youth-led initiatives. These girls have not only improved their school and community but have also developed skills in leadership, responsibility, and collaboration. Their energy, curiosity, and commitment are a reminder that when young people are empowered, they can truly thrive—and inspire those around them.



“Empowering Minds, Nurturing Nature—A Term of Transformation at Ndali Primary: Mutsa Nyajeke

This third term of 2025 has been both inspiring and transformative for me as a Teach For Zimbabwe fellow at Ndali Primary School. My focus has been on two main impact areas: improving digital literacy among junior learners and promoting environmental sustainability through tree planting. These initiatives have strengthened my bond with learners and the community and deepened my appreciation for the role of education in shaping responsible, forward-thinking citizens.

Classroom Engagement and Digital Literacy

This term, I dedicated myself to building digital literacy skills from the ground up. Many of my Grade 6 learners had never interacted with computers before, so we began by exploring the basic parts of a computer and their functions. We then moved on to practical lessons using Microsoft Word and Excel. The learners were especially excited to learn how to use spreadsheets, type short notes, and apply formatting tools. Their enthusiasm was contagious, and the lessons became increasingly interactive as learners began assisting one another.

The visible progress has been heartwarming – learners who initially struggled to use a mouse or keyboard can now complete simple tasks independently. These ICT sessions are cultivating both digital confidence and curiosity. Challenges remain, particularly the lack of sufficient computers and furniture, which limits how many learners can participate simultaneously. To address this, I implemented a rotation-based system and encouraged peer learning, ensuring that no student is left behind.

Community Impact and Stakeholder Engagement

Outside the classroom, I actively engaged in community projects aimed at improving the school environment and promoting sustainable practices. This term, I participated in replanting trees around Ndali Primary to replace those that had failed to grow. Teachers and learners joined in, turning the initiative into a collaborative exercise that fostered unity and a sense of shared responsibility.

I used this opportunity to educate learners on the importance of trees in maintaining ecological balance and mitigating climate change. The students were excited to participate and have since taken ownership of caring for the seedlings. Their involvement has sparked a newfound respect for nature and inspired discussions on how small, local actions can contribute to global sustainability goals.



Environmental Protection and Climate Change Mitigation

Replanting trees at Ndali Primary has become an integral part of our school culture. Beyond planting, the initiative teaches environmental stewardship and resilience to climate change. Each session is complemented by short lessons on environmental awareness – explaining the effects of deforestation and the importance of conservation.

To sustain the effort, we are planning to establish a 'Green Club' that will oversee tree care and organize clean-up activities within the school. This has encouraged learners to adopt a long-term mindset, seeing the environment as a shared asset that requires care and responsibility.

Challenges and Solutions

Limited ICT Resources: Shortages of functional computers and proper learning furniture remain a challenge. The rotation-based system ensures every learner gets hands-on time.

Limited Environmental Awareness: Initially, some community members viewed tree planting as a one-off activity. Through ongoing awareness talks and student-led care programs, this mindset is gradually changing.

Balancing Academic and Community Initiatives: Managing both responsibilities required careful planning. I created weekly schedules to allocate specific days to teaching, environmental work, and student mentorship.

Conclusion

This term has strengthened my commitment to ensuring quality, inclusive education while contributing to environmental sustainability. Watching learners develop digital skills from scratch and actively engage in climate-conscious initiatives has been deeply rewarding. These experiences reaffirm that meaningful change begins with empowering young minds to think, act, and innovate for a better world.

I am sincerely grateful to Teach For Zimbabwe and The Malilangwe Trust for their continuous support and for providing a platform where fellows like me can make tangible contributions to the transformation of education and communities.



Turning Challenges into Change at Chambuta Primary School: Phillip Jakarasi

In the heart of a marginalized rural community in Zimbabwe, where access to quality education is often hindered by limited resources and deep-rooted cultural barriers, I've chosen not to let limitations define our future. As a dedicated rural educator, I have learned that resourcefulness and creativity can bridge even the widest gaps.

Despite the absence of computers and formal ICT infrastructure at my school, I took the initiative to bring digital literacy to life using only my personal laptop and smartphone. Through hands-on ICT lessons, learners from Grades 4 to 7 explored the world of technology – from understanding basic computer parts to digital storytelling and basic coding. Watching their curiosity ignite and their confidence grow has been a powerful reminder that innovation doesn't need to be expensive – it just needs passion and purpose.

Education, however, goes beyond academics. To support learner nutrition and well-being, I've actively contributed to maintaining our school's nutritional garden. Together with the learners, I helped care for the crops, ensuring that our garden continues to supplement meals for our students – because a healthy child learns better.

And because laughter is the best medicine, I organized a fun-filled day full of joy and excitement. The learners beamed with happiness as we danced together in the school hall, celebrating the spirit of learning, community, and togetherness.

And because laughter is the best medicine, I organized a fun-filled day full of joy and excitement. The learners beamed with happiness as we danced together in the school hall, celebrating the spirit of learning, community, and togetherness.

At Chambuta Primary School, every challenge is an opportunity, and every effort is a step toward a brighter, more inclusive future. Education, after all, is for all.

Campaigning for Resources at Samu Secondary School: Trevor Makondo



As a Teach For Zimbabwe fellow stationed at Samu Secondary School in Chiredzi District, I am deeply passionate about education. Despite the school's remote location – 15 to 20 km from the borders of Mozambique and South Africa – I am determined to equip the younger generation with the skills and knowledge they need to succeed. Growing up in rural areas myself, I witnessed firsthand the inequalities in education and the struggles learners face.

Educational resources are scarce. Many students lack stationery and proper uniforms, and most parents rely on farming – an occupation increasingly affected by climate change and prolonged droughts. With a hand-to-mouth economy, accessing basic school essentials can feel impossible.

To address this, I initiated the Samu Secondary School Old Students Association, creating a financial pool to support urgent needs. With contributions from alumni and partners, we were able to provide:

1. School uniforms
2. Stationery
3. Soccer jerseys
4. Window panes for classrooms

Our efforts were further supported by organizations such as the Zimbabwe National Army Demining Squadron, who assisted in making our school environment safer and more conducive to learning.

I am grateful to Teach For Zimbabwe for supporting these initiatives and for empowering me to make a tangible difference. Together, we are creating a brighter future for the students of Samu Secondary School – one where education is accessible, opportunities are real, and dreams can flourish.



Gugulethu Mahlangu: Growing Together in Leadership, Innovation, and Sustainability

This term has been one of growth, teamwork, and transformation. Through the PaCe Mentorship Program and Aspire, I have developed leadership and problem-solving skills that have empowered me to guide meaningful initiatives within our school community.

Reviving Our School Garden: A Symbol of Hope and Teamwork

One of our key achievements this term has been reviving our school garden, which had begun to wither. Together with learners and teachers, we worked tirelessly to bring it back to life. Despite serious water shortages, our learners showed incredible commitment — some collected water from the Save River, while others brought bottles from their homesteads to water the garden, flowers, and trees around the school yard.

Through these efforts, we are not only maintaining the beauty of our school but also contributing to environmental care and climate awareness. Although we have restored only a portion of the land so far, the results are promising, proving that our garden has great potential. Moving forward, we hope to involve the wider community to help us access a variety of seeds and find a sustainable water source for the future.

Empowering the Boy Child Through Soccer

Alongside the garden project, I have been assisting the boys' soccer team and their coach. This initiative is part of our ongoing effort to support and empower boys, who are often overlooked in discussions about empowerment.

Soccer has become a powerful tool for shaping their minds and characters — teaching discipline, teamwork, perseverance, and emotional control. It provides the boys with a healthy outlet for their energy, builds confidence, and inspires them to take pride in their growth both on and off the field.



Embracing Digitalisation in Education

I have also been helping the school embrace digitalisation by raising awareness about the importance of using computers and printers for end-of-term tests. This shift not only prepares learners for a digital future but also improves school operations and efficiency.

Launching the Environmental Club

Another exciting milestone this term was the formation of an Environmental Club, which focuses on reducing pollution and recycling waste creatively. The club has already begun making simple toys for ECD learners, crafting brooms from plastic bottles to keep the school yard clean, and creating colorful plastic vases for flower planting.

Growing a Sustainable and Inclusive Future

These initiatives reflect the spirit of leadership, innovation, environmental care, and inclusivity that drives our school community forward. With continued effort and support, I believe our work will grow into lasting change — nurturing not only plants but also young leaders for a sustainable and brighter future.





Angela Dube: Turning Trash into Treasure: Young Environmental Heroes at Benzi Primary School

When I joined Teach For Zimbabwe, I carried with me a passion for transforming young minds not just through academics, but through purpose. My placement at Benzi Primary School, a small school tucked away in one of Zimbabwe's marginalized communities, became the ground where that dream took root. Amid the daily challenges of limited resources, I saw one powerful opportunity: to teach children that even waste could hold value.

That's how the Benzi Environmental Club was born — a small group of curious learners with big ideas. Together, we explored ways to turn discarded plastics into useful and beautiful creations. It started with a few bottles and a simple idea, but soon our schoolyard buzzed with creativity and innovation. The learners transformed plastic bottles into water containers, colorful flowers, teapots, skipping ropes, and even brooms that kept our school tidy. One unforgettable moment was when a learner designed a stunning dress entirely from sack bags and plastic — a true symbol of upcycling and environmental pride.

Guiding the learners through this journey has been one of my proudest experiences. We didn't just recycle; we learned to rethink our relationship with the environment. Through the "Three Rs" — Reduce, Reuse, Recycle — I watched the children begin to understand that protecting the planet starts with small, consistent actions. They no longer saw plastic as litter, but as a resource. The excitement grew beyond the classroom: parents began collecting bottles instead of burning them, and other teachers started incorporating recycling lessons into their teaching.

This term, all our hard work paid off when the Benzi Environmental Club won first prize at the Environmental Management Agency (EMA) competition. Standing beside my learners as they held their trophy, I felt an overwhelming sense of pride — not just for the win, but for the change we had sparked.

Through recycling and upcycling, we turned challenges into opportunities and waste into wonder. Our story is proof that sustainability begins with education, and that when children believe they can make a difference, they truly can. At Benzi, we don't just recycle — we reimagine the world, one plastic bottle at a time.

Chihuri Ngonidzashe: Girl Child Awareness Club Leads Open Conversations on Adolescence and Healthy Choices

Last week, I had the privilege of leading our Girl Child Awareness Club in hosting an engaging and informative session for our students, focusing on adolescence, relationships, and making responsible choices. We held the event outdoors under the shade of the school trees, creating a relaxed and welcoming atmosphere where learners felt comfortable sharing and participating.



Students from different classes came together, eager to learn, ask questions, and reflect on their experiences. The energy was vibrant—students clapped, smiled, and engaged confidently throughout the discussion.

We began by unpacking the key changes young people experience during adolescence. Learners reflected on physical and emotional changes, peer pressure, and the importance of developing self-worth. Many expressed relief in knowing that the challenges they face are normal and shared by others.

One of our main discussions centered on the growing pressure some students feel to enter into romantic relationships or “have affairs” during school years. Rather than avoiding the topic, we encouraged an honest and respectful conversation. Students explored the impact relationships can have on academic performance, how to set healthy boundaries, why mutual respect and consent are essential, and how personal goals can guide better decision-making. They also discussed how friendships can influence choices, for better or worse.

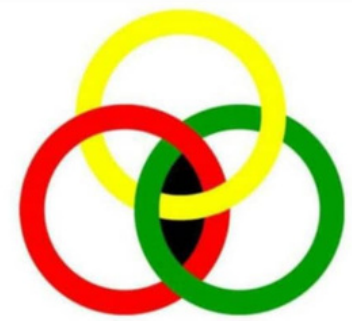
Throughout the session, we emphasised the importance of saying “no” confidently, supporting peers, and making decisions based on personal values rather than pressure. Boys and girls alike contributed thoughtful reflections, demonstrating maturity and a desire to grow positively.

The Girl Child Awareness Club continues to provide a safe space for learners to ask questions, share experiences, and strengthen life skills. This session reminded me how important it is to equip our students with the knowledge and confidence they need to navigate adolescence successfully.

I am proud of the enthusiasm and active participation shown by our students. By fostering open conversations, we are shaping a generation that is informed, responsible, and empowered to make healthy choices.

NEWSLETTER: MUTOKO/MUDZI DISTRICT

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



TEACHFORZIMBABWE
December 2025



Third Term Newsletter

As the term draws to a close, we are thrilled to celebrate the incredible journey of our fellows over the past months. Their creativity and innovation have truly shone, bringing positive change and impact to the districts. As the coach in Mutoko, I have been incredibly proud of the fellows' dedication and growth. Through fellow observations, school visits, and bonding sessions, we have shared experiences and celebrated every milestone together. In this edition, we share inspiring stories of their achievements and the lasting impact they have made. As we reflect on this journey, we look forward to even greater milestones ahead.

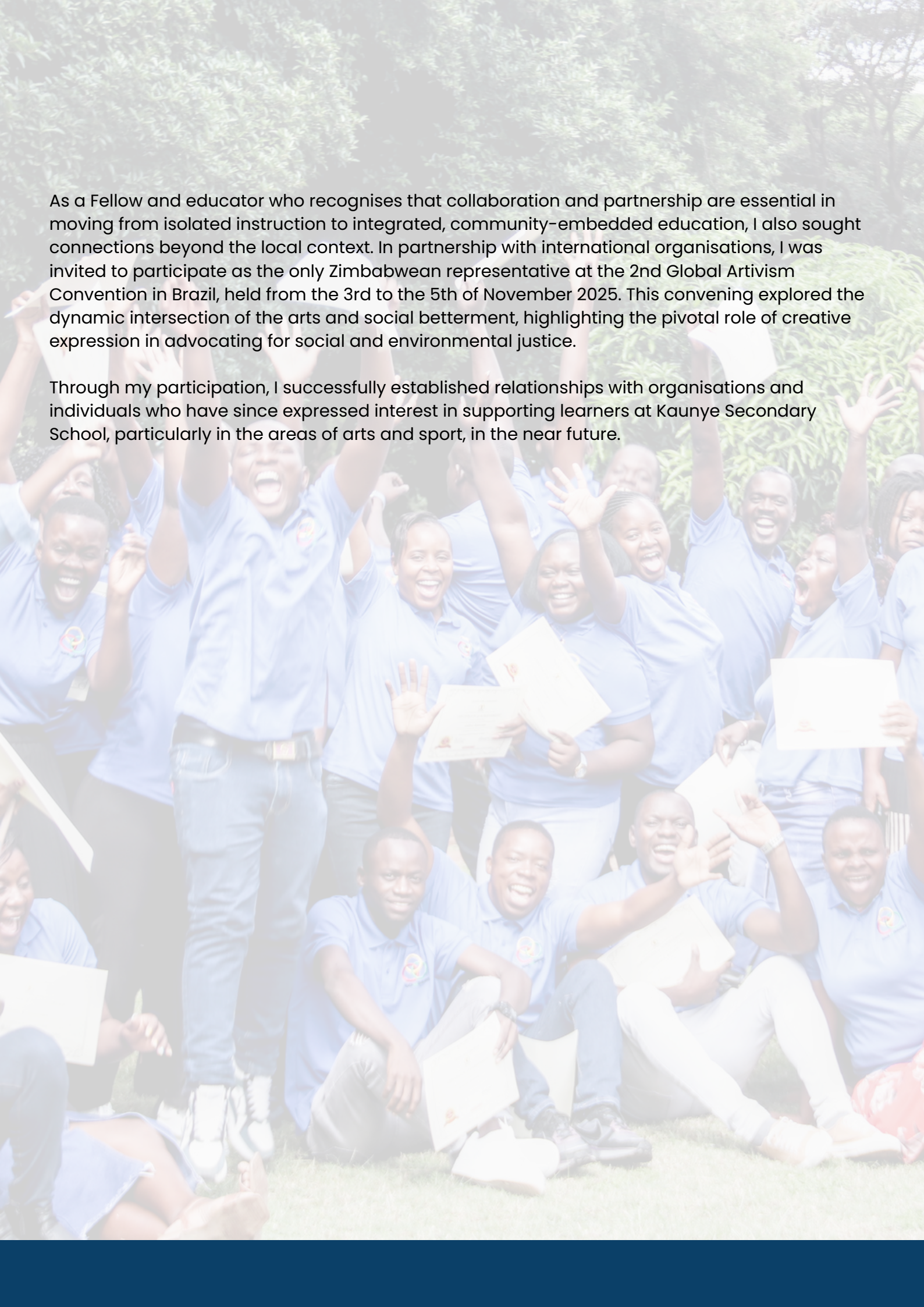


***Four-Fold
Teaching Strategy
at Kaunye
Secondary School:
Obrien Mokore***

Growing up, I experienced first-hand how powerful and transformative it can be to connect learners from underprivileged communities with community leaders and influential members of society. Drawing from that experience, I created a similar, fit-for-purpose platform for my learners to engage with local leadership. Linking my learners with the Village Head was not simply a “nice-to-have” activity; rather, it was a deliberate and powerful pedagogical strategy with profound educational and social significance.

This initiative followed a four-fold approach. For the learners, it bridged the gap between theory and practice in their study of Heritage Studies, allowing them to interact directly with a custodian of culture and tradition. For me, as a Fellow and an educator, it served as an opportunity to enrich both the curriculum and my own professional practice. At a school level, the engagement strengthened ties between the institution and the surrounding community. For the community, it fostered a renewed sense of responsibility and collective investment in the future, activating learners as emerging leaders and change-makers.

Since this engagement, I have observed a noticeable increase in active participation, curiosity, and interest in the subject among the learners.

A large group of students in blue school uniforms are gathered outdoors on a grassy area. Many of them are holding up white certificates or diplomas, and several have their arms raised in celebration. They are all smiling and appear to be in a joyful mood. The background shows lush green trees and foliage. The overall scene conveys a sense of achievement and community.

As a Fellow and educator who recognises that collaboration and partnership are essential in moving from isolated instruction to integrated, community-embedded education, I also sought connections beyond the local context. In partnership with international organisations, I was invited to participate as the only Zimbabwean representative at the 2nd Global Activism Convention in Brazil, held from the 3rd to the 5th of November 2025. This convening explored the dynamic intersection of the arts and social betterment, highlighting the pivotal role of creative expression in advocating for social and environmental justice.

Through my participation, I successfully established relationships with organisations and individuals who have since expressed interest in supporting learners at Kaunye Secondary School, particularly in the areas of arts and sport, in the near future.



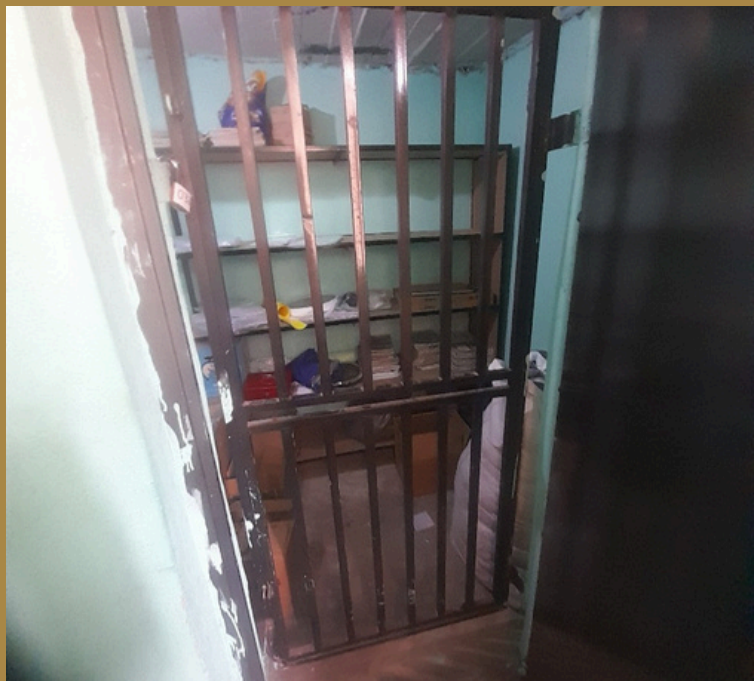
Uplifting Young Voices Through Guidance and Drumbeat. Chadya P.

In the heart of Masenda, a rural and often forgotten corner of our nation, education is far more than lessons taught within four classroom walls. At Masenda High School, two powerful tools – Guidance and Counselling and the Drum Majorettes Club – are helping learners rise above poverty, trauma, and isolation. In my role as the School Health Coordinator, I have witnessed the deep struggles many of our learners face: early marriages, low self-esteem, limited opportunities, and a lack of exposure. Yet, through intentional guidance and the steady rhythm of the drumbeat, these young minds and spirits are being transformed.

Guidance and Counselling sessions have become safe and trusted spaces where learners can speak openly about their fears, dreams, and personal challenges. Here, we address real-life issues such as abuse, peer pressure, grief, substance use, and mental health. Through both one-on-one support and group discussions, students develop confidence, self-awareness, and essential life skills. Many girls who were once on the verge of dropping out due to early pregnancies or family pressures have found renewed hope, support, and a reason to remain in school.

Equally impactful is the Drum Majorettes Club. Although our uniforms are stitched from old fabric and our practice ground is nothing more than a dusty clearing, the sense of pride, discipline, and unity it instills is immeasurable. The club teaches teamwork, responsibility, perseverance, and leadership. It gives learners – especially young girls – an identity that goes beyond their circumstances. As they perform at school events and community gatherings, they walk with renewed confidence, knowing they are seen, valued, and celebrated.

Together, Guidance and Counselling and the Drum Majorettes Club are doing far more than filling timetabled hours – they are healing wounds, restoring dignity, and igniting dreams in the hearts of marginalized learners. At Masenda High School, we may be small and remote, but our children's potential beats loudly and clearly – just like the drums they carry.



Providing Quality Education Through the Construction of a Storage Room at Mudzonga Secondary School: Chatiza D.

The construction of a storage room at Mudzonga Secondary School has significantly contributed to improving the learning environment and overall school operations. One of the most impactful outcomes is that learners are now able to sit for their ZIMSEC examinations at their own school, rather than travelling long distances to their mother school. This has reduced fatigue, travel costs, and the many risks associated with long-distance movement, especially for learners in rural settings.

In addition, the availability of a secure storage room has greatly reduced learners' anxiety. Knowing that their learning materials and personal belongings are safe has allowed them to focus more fully on their studies instead of worrying about theft or loss. The storage room now provides a safe and organised space for valuable items such as textbooks, stationery, examination materials, and even school equipment, which has reduced the risk of damage and theft.

As a result of this improved sense of safety, stability, and organisation, there has been a noticeable improvement in learner concentration, attendance, and overall academic performance. These positive changes are contributing to a more stable and productive learning environment, particularly for those who previously had to travel long distances to access school services.

Special thanks go to the parents (SDC) and the learners, whose combined efforts, dedication, and teamwork made the construction of this storage room possible. Their commitment to the school's development demonstrates the power of community-driven initiatives in transforming educational spaces.

Conclusion

I would like to extend my sincere gratitude to Teach For Zimbabwe for the opportunity to be part and parcel of a group of fellows who are innovative and committed to contributing to both school success and community development. I remain dedicated to making an even greater positive impact on learners, teachers, and the wider community in the future.





Climate-Smart Champions at Munashe Private High: Lawrencia Musona

Early in the morning, Climate-Smart Champions members, together with organisations such as Nyaradzo, gathered at the school premises equipped with tree seedlings, gloves, and an abundance of enthusiasm.

The team worked hand in hand to prepare the soil, plant the trees, and ensure that each sapling received adequate water and care. The atmosphere was lively and collaborative, with conversations flowing as participants exchanged ideas on how best to maintain and nurture the newly planted trees.

Impact and Benefits

The trees planted will help reduce carbon emissions, provide shade, and support local biodiversity.

The event fostered a strong sense of community and cooperation among participants, strengthening social bonds and promoting a shared sense of environmental responsibility.

Learners gained valuable knowledge about the importance of tree planting and conservation, empowering them to make positive environmental contributions both at school and within their communities.

Moving Forward

The success of this initiative has inspired plans for more tree-planting activities in the near future. We encourage greater participation from community members as we continue our mission to build a greener, more sustainable future. Together, we can make a lasting impact on our environment and create a better world for generations to come.

Fish Farming: Empowering Students through Sustainable Aquaculture

At Munashe, a unique initiative has been making waves both within the school and the surrounding community – a thriving fish-farming project that has become an integral part of the school's curriculum and environmental programming. Students are actively involved in every stage of the process, from breeding and nurturing the fish to monitoring water conditions and harvesting the produce.

This hands-on experience enriches their academic learning by providing a practical understanding of biology, ecology, and entrepreneurship. The project also nurtures essential life skills such as problem-solving, teamwork, communication, and leadership, enabling learners to grow holistically.

Community Impact

The fish farm has become a symbol of sustainability and innovation in the community. The school regularly shares knowledge and resources with local farmers, teaching them about fish farming as a viable and environmentally friendly method of producing protein-rich food. This knowledge exchange has strengthened community bonds and encouraged a culture of cooperation and mutual empowerment.

Environmental Benefits

The fish-farming project demonstrates how agriculture and conservation can work together harmoniously. Through sustainable aquaculture practices, the school is contributing to the preservation of local waterways and biodiversity. The project also raises environmental awareness among students and the broader community, reinforcing the importance of safeguarding natural resources.

Bridging the Gap at Chitekwe Primary: Barbara Nyamande

My name is Namande Barbra, a proud Teach For Zimbabwe Fellow stationed at Chitekwe Primary School in Mutoko District. As part of my mission to improve learning outcomes,



I have been championing digital transformation in line with the National Development Strategic Plan 1 (NDS1), which envisions stronger ICT infrastructure and modernised school administration. One of my contributions has been the introduction of a more efficient system for administering end-of-year examinations.

Chitekwe Primary is situated in a marginalised and resource-constrained rural environment, where technology and innovation often feel like distant dreams. Previously, examinations were written entirely on the chalkboard—teachers would spend long hours writing up to 50 questions using dusty chalk, while learners struggled to copy, keep up, and remain focused. Recognising how this practice disadvantaged both teachers and learners, I stepped in with a practical solution.

Using my personal printer, I initiated the use of printed examination papers. This shift has relieved teachers from the exhausting and time-consuming task of writing exams manually, and has created a more learner-friendly assessment environment. Today, every learner receives their own printed exam paper—just like learners in urban schools.

This simple innovation has transformed the teaching and learning experience. Teachers now spend more time supporting learners instead of writing on the board. Learners, in turn, have gained confidence in handling written exams and are benefiting from clearer, more structured assessments. At Chitekwe Primary, we are proud to say that the rural–urban divide in education is beginning to narrow.

Through innovation, commitment, and collaboration, we are proving that quality education is possible anywhere.

Innovative Solutions From the Ground Up: Nyaradzo Mariwo

At Gurure Primary School, I have always believed that every challenge presents an opportunity for both learning and innovation. One persistent challenge we faced was the unavailability of floor polish.



Our classrooms needed regular maintenance, but buying commercial polish was simply not feasible for many learners or the school. Instead of seeing this as a setback, I saw it as a chance to empower learners to think critically and creatively using what the environment offers us.

This is how we found ourselves working with the mumvee tree—a tree I grew up seeing in our community but never truly appreciated until now. Together with my learners, we experimented with the mumvee flowers and discovered that when applied to the classroom floors, they produced an impressive, natural shine. It was an eco-friendly, low-cost alternative that not only solved our problem but also opened our eyes to the power of local knowledge and natural resources.

But the mumvee tree offers much more than just a cleaning solution. It has traditional medicinal properties, supporting community health in various ways. Many elders use its parts to treat minor ailments, promote healing, and support general wellness. Teaching learners about these benefits helped them understand that our natural environment is more than scenery—it is a source of nourishment, healing, and innovation.

However, as we continued with this project, I became aware of a growing concern: overharvesting. Across communities, the mumvee tree is increasingly being overused and in some cases cut down without replacement. This poses a real threat not only to its existence but also to the ecological balance and cultural knowledge connected to it.

Because of this, our project naturally grew beyond floor polishing. It became an opportunity to teach learners about sustainable harvesting, conservation, and environmental responsibility. We discussed why certain parts of a plant should not be harvested excessively, why trees must be protected, and how conservation ensures long-term benefits for future generations. We planned and carried out small activities around campus—such as collecting seeds, discussing tree-planting initiatives, and documenting what we learned about indigenous trees.

This initiative has done more than make our classrooms shine. It has:

- strengthened learners' critical thinking, creativity, and appreciation for local resources;
- encouraged them to take pride in sustainable, eco-friendly solutions;
- opened conversations about environmental stewardship, cultural knowledge, and biodiversity; and
- reminded our school community that innovation does not always come from expensive tools –sometimes, it grows right outside our classroom door.

Through this experience, I am more convinced than ever that practical learning, environmental education, and community knowledge can transform classrooms. At Gurure Primary, we are proving that meaningful solutions can indeed rise from the ground up—rooted in our land, culture, and collective wisdom.



From the Ground Up: Greening Nyakabau Primary School With Grade 1 and 2 Learners: Taberth Jasi

At Nyakabau Primary School, our learning extends far beyond the classroom walls. One of the most meaningful moments this term came from a simple yet powerful activity: planting flowers with my Grade 1 and 2 learners in front of our school administration block. What began as a small gardening task quickly grew into a lesson on responsibility, teamwork, curiosity, and the joy of nurturing life.

In the pictures above, the children—buzzing with excitement—gathered around the flowerbed, their tiny hands eagerly preparing the soil, arranging the seedlings, and gently watering each new plant. For many of them, this was their first time planting something of their own, and the sense of wonder on their faces was unforgettable. They asked endless questions, shared tools without being prompted, and encouraged one another as they worked side by side to beautify their schoolyard.

As a Teach For Zimbabwe Fellow, moments like these remind me why I serve. Creating practical, hands-on learning experiences gives learners far more than theoretical knowledge—it shapes their character. Through this activity, my learners developed environmental awareness, patience, collaboration, and a sense of ownership over their school environment. At the same time, they strengthened their fine motor skills, observation skills, and confidence. Most importantly, they discovered the joy of creating something that will continue to grow long after the lesson is over.

Standing with them, guiding their hands as they pressed seedlings into the soil, I saw how a small project can lay the foundation for meaningful, lasting impact. These young learners realised that they have the power to transform their surroundings. They saw that their contributions matter—that even at their age, they can make their world more beautiful.

The plants we nurtured that day are more than just flowers. They are symbols of growth, hope, and the bright future these children carry. And as they continue to water and care for them, they are also learning to care for their community, their environment, and themselves.

This is the heart of transformative education: small actions that shape lifelong values, one seed—and one learner—at a time.



Promoting Educational Equity and Equality in Marginalised Areas: A Case of Dendera High School in Mudzi District: Irene Murimakamwe

I am thrilled to share the inspiring work happening at Dendera High School, led by a dedicated Teach For Zimbabwe Fellow committed to promoting educational equity in marginalized communities. Their efforts are creating meaningful change, ensuring that all learners—regardless of their background—have the opportunity to reach their full potential.

This fellow has focused on bridging gaps in education by engaging in both Guidance and Counseling and sports coaching, specifically through the school's netball club. These initiatives are not only about academic and physical development—they are deliberate strategies to provide equal opportunities for every learner, instilling confidence, teamwork, and a sense of belonging.

Understanding that education extends beyond the classroom, the fellow has also collaborated with local organisations such as CAMFED to better understand the unique needs of the students. These partnerships have proven invaluable in encouraging parental involvement and ensuring that learners receive support both at school and at home.

Vision for the Future

The fellow firmly believes that every child deserves the chance to thrive academically, socially, and personally. In line with this vision, they are exploring new partnerships with Ms. Guzha to involve learners in detergent-making projects during school holidays. The aim is twofold: to provide learners with funds to purchase stationery and uniforms and to equip them with practical life skills that will benefit them beyond the classroom.

The journey toward educational equity is ongoing, but initiatives like these bring hope and tangible change for learners in marginalized communities. At Dendera High School, the future is brighter because of committed educators who refuse to let circumstances define a child's potential.



Empowering Girls in Mutoko Through Sport, Skills, and Dialogue at Mudzonga Primary: Chikanya Victor

At Mudzonga Primary School, in the rural district of Mutoko, many learners come from marginalized communities where poverty and limited opportunities shape their everyday lives. For young girls, the lack of entertainment, extracurricular activities, and safe spaces often leaves them particularly vulnerable, with early marriage seen by some as the only path out of hardship. As a Teach For Zimbabwe Fellow committed to creating change, I recognized the urgent need to provide alternatives—opportunities that would empower these girls, keep them engaged, and help them envision a future beyond child marriage.

To address these challenges, I introduced girls' soccer throughout the year as a transformative tool. For many of the girls, this was their first experience participating in an organized sport. Soccer quickly became more than just a game—it became a safe space where girls could develop confidence, teamwork, and leadership skills. The excitement of playing gave them a reason to stay in school, stay active, and remain motivated in their studies and personal growth.

Alongside soccer, I implemented two hands-on empowerment initiatives: reusable pad-making and waste recycling. Teaching the girls how to make reusable sanitary pads addressed a pressing issue: many could not afford menstrual products, which often forced them to miss school or feel ashamed during their periods. This initiative not only helped them manage their hygiene with dignity but also provided a skill that could be developed into an income-generating activity.



The recycling project encouraged the girls to collect waste, particularly plastics, and transform it into useful or decorative items. This activity promoted environmental stewardship, creativity, and resourcefulness while introducing basic entrepreneurship principles. By engaging in these projects, the girls remained active, inspired, and focused on learning rather than being exposed to the risks associated with idleness and poverty.

Through sport, practical skills, and purposeful dialogue, these initiatives are empowering the girls of Mudzonga Primary to dream bigger, act boldly, and take control of their futures. They are not only learning new skills—they are discovering their strength, their voice, and their potential to create lasting change in their communities.



Empowering Girls Through Digital Literacy: A Move Towards Girls' Education: Chiwesi Kelvin-Kotwa Primary

As a technology teacher at Kotwa Primary, I have had the privilege of witnessing my students transform into confident and skilled digital natives. In my Grade 6 class, a group of eager learners was captivated by the possibilities offered by computer programming, architecture, cybersecurity, artificial intelligence, robotics, and computer repair and maintenance. At the start of the term, many of these students, particularly the girls, had limited exposure to coding or computer systems. But through deliberate efforts to promote girls' education in technology, they began excelling in areas they never thought possible.

One standout learner, Kanyoka Tiffany, discovered a passion for computer repair and maintenance. She started with basic hardware tasks, gradually progressing to more complex projects. Her final project—diagnosing a fault in a system unit—showcased remarkable complexity and creativity. Tiffany's skills opened doors for her to participate

Tiffany's skills opened doors for her to participate in hardware and troubleshooting competitions organized by DASSAF, boosting her confidence and broadening her career prospects. Her attention to detail and problem-solving abilities quickly earned her recognition from teachers, parents, and fellow students alike.

Similarly, Msodo Tanatswa, an introverted Grade 5 student, demonstrated exceptional aptitude in cybersecurity. She learned how to detect and prevent digital threats, implement robust security measures, and stay updated with the latest trends. Her dedication and skillset showed that even the quietest students could excel in highly technical areas when given the opportunity and support.

Moments like these remind me of the transformative power of digital literacy, especially when it is intentionally applied to empower girls. Providing girls with access to technology and practical skills not only enhances their academic performance but also opens pathways to innovation, problem-solving, and leadership in a digital world.

I am proud to play a role in shaping the next generation of technology leaders—innovators and problem-solvers who will contribute positively to their communities, inspire their peers, and demonstrate that girls can thrive in fields traditionally dominated by men.



Celebrating Success and Development at Muzezuru Secondary School: Mangwende Alouis Pride

Unlocking Potential through Leadership and Guidance

As a teacher and mentor at Muzezuru Secondary School, I am honored to share the remarkable strides we have made in nurturing the potential of our learners. Teach For Zimbabwe's unwavering commitment to educational equity and leadership development has been a guiding light for educators like me, and I am thrilled to showcase how this vision is coming to life in our community.

At Muzezuru, we have always believed that education extends beyond the classroom. Under my guidance, we have focused on fostering leadership, creativity, and innovation among our learners. One of our key initiatives has been encouraging students to identify and leverage local resources to solve problems and create opportunities. This approach has not only ignited their curiosity but also instilled a sense of pride and ownership in their work.

Spotlight on Our Achievements

I am proud to share two inspiring success stories that exemplify the transformative power of mentorship and hands-on learning:

1. Rufaro's Journey to District Victory

Rufaro, a Form 3 student, discovered her passion for creating eco-friendly jewelry using natural resources. Through mentorship and encouragement, she honed her skills and developed a unique collection of earrings and beads. Her dedication and creativity earned her first place in the recent district competition organized by the Ministry of Skills Audit and Development. Rufaro's achievement demonstrates the power of nurturing talent and providing learners with the tools to express their creativity.

2. Shona's Entrepreneurial Spirit

Another shining example is Shona, who conceptualized and launched a brand called Shonashe, specializing in coffee made from baobab seeds. His innovative product and business model captured the attention of the judges, earning him second place in the same competition. Shona's journey shows how entrepreneurial thinking, combined with mentorship, can turn ideas into tangible solutions that benefit both learners and the wider community.

The Ripple Effect of Success

These achievements are not just personal victories for Rufaro and Shona—they reflect a broader cultural shift at Muzezuru Secondary School. Learners are now more confident, curious, and proactive in exploring their talents. The success of these students has inspired their peers to pursue their own ideas, fostering a school-wide environment of innovation, collaboration, and self-belief.

The Role of Teach For Zimbabwe

None of this would have been possible without the foundational support and inspiration provided by Teach For Zimbabwe. Your focus on developing leaders committed to expanding opportunities for children has empowered educators like me to think creatively and act boldly. The success of our learners is a direct reflection of the values and vision your organization promotes.

Looking Ahead

As we celebrate these milestones, we are also looking toward the future. We plan to establish an Innovation Hub at Muzezuru Secondary School—a dedicated space where learners can experiment, collaborate, and bring their ideas to life. We believe this will further strengthen the culture of leadership and innovation we are building.

A Heartfelt Thank You

On behalf of the entire Muzezuru community, I extend my deepest gratitude to Teach For Zimbabwe for your tireless efforts to transform education in Zimbabwe. Your work inspires us to push boundaries and believe in the limitless potential of every child. Together, we are not only shaping the future of our learners but also building a brighter future for our nation.



From Bare Soil to Full Plates: How Learners in Mudzi Are Fighting Hunger Through Agriculture: Vincent Takudzwa Masengu – Masenda High School

Mudzi District, located in Zimbabwe's Mashonaland East Province, faces some of the highest levels of poverty and food insecurity in the country. Many learners come to school on empty stomachs, which negatively impacts attendance, concentration, and academic performance.

As a Teach For Zimbabwe Fellow at Masenda High School, I recognized this urgent need and initiated a school-based agricultural project designed to provide learners with both nutritious food and practical skills for life.

Project Objective

The goal of the project is to empower students with hands-on agricultural knowledge while helping them grow nutritious food to supplement their diet. Beyond improving food security, the project encourages self-reliance, teamwork, and sustainable farming practices, equipping learners with life skills that extend beyond the classroom.

What We've Achieved So Far

1. Establishing a School Garden

Learners are actively cultivating a variety of vegetables, including rape, spinach, tomatoes, and onions. This has not only provided fresh produce for the school but also created an engaging, hands-on learning environment.

2. Inter-School Agricultural Exhibitions

Our learners have participated in exhibitions with other schools, sharing knowledge and learning about innovative ways to promote rural food security. These experiences have boosted their confidence, creativity, and problem-solving abilities.

3. Partnerships and Community Support

We partnered with local businesses to secure seeds, tools, and fencing, ensuring the sustainability of the garden. The project has strengthened ties between the school and community, showing how collaborative efforts can address pressing challenges.

Conclusion

This initiative demonstrates that even in resource-limited settings, vision, commitment, and collective action can empower learners to become agents of change. With continued support, we believe that school gardens can serve as a model for tackling hunger and building practical skills in every rural school. By transforming bare soil into full plates, our learners are learning that they can shape their own futures and contribute meaningfully to their communities.

Conclusion

As we conclude this edition, we take a moment to reflect on the journey so far and express our sincere gratitude to all who continue to make this work possible. The progress we celebrate is the result of collective effort—our fellows, alumni, partners, schools, and communities working together in pursuit of education equity and lasting change. Each milestone reached is a reminder of the importance of this fellowship and the strength of the network that continues to grow across cohorts. It is through this shared commitment that we are able to document, communicate, and amplify the stories of impact emerging from classrooms and communities across Zimbabwe

