

TEACH FOR ZIMBABWE

FIRST TERM

NEWSLETTER

TERM 2: SEPTEMBER 2026

*MOU Signing
with MoPSE*



Across our districts, our Fellows continue to create meaningful change through initiatives in climate action, environmental conservation, digital literacy, STEM, sport, entrepreneurship, girls' empowerment, and more. As we celebrate our Fifth Cohort Fellows and their journeys, we also recognise the schools, communities, partners, and learners who make this work possible. Educational transformation is a collective effort. I invite you to explore the stories in this edition, celebrate the people behind them, and reflect on what is possible when we work together to place learners at the centre of our work.

DR MIRIAM SIWELA
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WELCOME REMARKS FROM THE CEO

It is my pleasure to welcome you to this edition of the Teach For Zimbabwe Newsletter, where we celebrate the dedication, creativity, and impact of our Fellows, learners, school leaders, alumni, and partners across Zimbabwe. This edition comes at an important moment for Teach For Zimbabwe, marked by the signing of a Memorandum of Understanding with the Ministry of Primary and Secondary Education, strengthening our shared commitment to quality, inclusive, and accessible education.





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TFZ
delegate
with
MoPSE
representatives

TEACH FOR ZIMBABWE AND MINISTRY OF PRIMARY AND SECONDARY EDUCATION FORMALISE PARTNERSHIP

On 17 August 2026, Teach For Zimbabwe (TFZ) and the Ministry of Primary and Secondary Education (MoPSE) formalised their partnership through the signing of a Memorandum of Understanding (MoU) at the MoPSE Head Office. The agreement was signed by Mr Moses Mhike, Permanent Secretary for Primary and Secondary Education, marking an important step in strengthening collaboration towards quality, relevant, inclusive, and accessible education in Zimbabwe.

The partnership brings together key areas of shared interest, including teacher professional development, **STEM** education, digital inclusion and connectivity, foundational literacy and numeracy, career guidance, technical and vocational skills, youth entrepreneurship, and climate change education and resilience. It also provides a framework for strengthening TFZ's Fellowship and leadership development model.

For Teach For Zimbabwe, the MoU creates an opportunity to align its work more closely with national education priorities while strengthening collaboration with government, schools, communities, and other partners. It provides a foundation for shared learning, coordinated action, and continued efforts to expand educational opportunities for children and young people across Zimbabwe.





*Students
attending
the career
fair*

OPENING DOORS TO CAREER POSSIBILITIES IN CHIREDDZI

From **25–26 June 2026**, **663** Advanced Level learners from 18 secondary schools across **Chiredzi District** came together at **Chiredzi Government High School** for the **GoTeach Career Fair**, organised by **DHL Zimbabwe** through the GoTeach Programme in partnership with **Teach For Zimbabwe**. The two-day event connected learners with professionals, mentors, and organisations from different sectors, creating opportunities to explore career pathways and the world of work.

Through career talks, exhibitions, mentorship sessions, and interactive discussions, learners gained insights into different professions, academic requirements, workplace expectations, and opportunities across sectors. The programme also equipped learners with practical skills in areas such as CV writing, interview preparation, entrepreneurship, personal development, and employability, helping them prepare for life beyond secondary school.

The Career Fair brought together 16 organisations from government, the private sector, and development organisations, creating a space where learners could engage directly with professionals and ask questions about careers they may not previously have considered. For many learners, the experience offered a broader view of what is possible beyond secondary school, while providing practical guidance on the steps needed to pursue different pathways. Learner reflections highlighted increased awareness, new career interests, and renewed aspirations for the future. The event also demonstrated the value of partnerships in creating meaningful opportunities for young people, particularly by connecting learners in rural communities with information, networks, and professionals that can help them make more informed decisions about their education and future careers.





The learning continued beyond the visit, with 10 current TFZ Fellows successfully selected for an eight-week TFA Global Girls' Education course. The course is equipping them with approaches and best practices for integrating gender-responsive practices into their classrooms and supporting improved learning outcomes. The visit highlighted the value of connecting local experience with global learning while strengthening the collective work of Fellows, Coaches, alumni, and staff towards advancing girls' education

LEARNING IN ACTION: ADVANCING GIRLS' EDUCATION

Teach For Zimbabwe recently welcomed **Teach For All Global Lead Maliha Fawzia** and **Linda Opara**, TFA Girls' Education Lead, for a learning visit in **Mutoko**. The delegation visited **Tsiga Primary** and **Manhemba Secondary** Schools to see how TFZ Fellows are advancing girls' empowerment through practical skills, menstrual hygiene management, STEM and mathematics engagement, entrepreneurship, nutrition, and learner-centred teaching.

The visit also created space for learning beyond the classroom. TFA engaged with **Let Girls Thrive** alumni now based in Harare, who reflected on their experiences and how the programme continues to influence their work. Linda also facilitated a workshop with TFZ Coaches on gender-transformative pedagogy, focusing on supporting Fellows to create more gender-sensitive classrooms and apply a gender lens to their teaching.





The workshop highlighted the growing role of young people as advocates, researchers, and contributors to education policy conversations. Through Kuyenda, rural youth are gaining the skills and platforms to move from documenting challenges in their communities to engaging decision-makers and contributing to conversations about the future of education in Zimbabwe.

FROM RURAL VOICES TO SYSTEMS CHANGE

On 20 August 2026, **Teach For Zimbabwe**, through the **Kuyenda Collective**, brought together Rural Youth Champions from **Binga, Chiredzi, and Mutoko** for an **Education Systems Mapping Workshop** in Harare under the theme *“Knowledge for the Future.”* The workshop created a space for young people to share community-generated evidence with representatives from **Government, Parliament**, civil society, and other education stakeholders.

Between **2024** and **2026**, the **Rural Youth Champions** collected data from **163** schools across the three districts, documenting challenges around education financing, infrastructure, basic services, gender equity, learner retention, **EMIS**, and teacher staffing. Their work has enabled rural communities to contribute evidence to conversations about how education systems can better respond to learners’ realities.



CLIMATE ACTION AND AGROECOLOGY TAKE CENTRE STAGE AT GOOD SEED AND FOOD FESTIVAL

On 18 September 2026, Teach For Zimbabwe (TFZ) participated in the Good Seed and Food Festival held at the Harare Botanical Gardens. The festival brought together young people, farmers, environmental advocates, civil society organisations and other stakeholders to explore issues around sustainable food systems, biodiversity, indigenous seeds, environmental protection and climate resilience. TFZ participated through its Climate Education and Leadership (CEL) initiative, which seeks to equip learners, teachers and communities with knowledge and leadership skills to respond to climate change.

As part of the broader engagement, TFZ also participated in a side session convened by the Zimbabwe Youth Climate Justice Working Group (ZYCJWG) in partnership with ActionAid Zimbabwe. The session provided an opportunity for participants to engage in conversations around youth-led climate action and practical approaches to building resilient communities, while also creating space for organisations to connect, share experiences and explore opportunities for collaboration.

The festival was also an important learning opportunity for the TFZ team, deepening their understanding of agroecology, indigenous and locally adapted seeds, sustainable food systems and community-led approaches to climate resilience. These conversations reinforced the importance of connecting climate knowledge with practical action and recognising the value of both indigenous knowledge and contemporary approaches to addressing climate challenges.

Through its CEL initiative, TFZ continues to create opportunities for learners and young people to engage with climate issues beyond the classroom. Participation in platforms such as the Good Seed and Food Festival enables young people and educators to learn from practitioners, build networks and explore practical pathways towards environmental sustainability and resilient communities.



TRANSFORMING EDUCATION AND ELEVATING YOUTH LEADERSHIP: TEACH FOR ZIMBABWE ALUMNI LEAD THE CHARGE

The **Teach For Zimbabwe (TFZ)** network continues to demonstrate leadership, innovation, and advocacy across national and international platforms. In **July 2026**, four TFZ Fellows—**Lindiwe Chatibura, Munyaradzi Muchenje, Sala Mudenda, and Ellen Kwembeya**—travelled to **Kenya** to participate in the prestigious Good to Great Fellowship. The immersive programme offered cross-border perspectives, new pedagogical approaches, and practical strategies to strengthen educational outcomes and professional growth.

TFZ was also represented at **EdLaunch 2026** in **Dakar, Senegal**, by **Anne Ncube** and **Leslie Siyamachira**. Bringing together educators and social innovators from across the region, the event provided a platform for showcasing solutions to some of education's most pressing challenges. A standout moment came when Leslie Siyamachira won one of the final prizes for her innovative student mental wellness project, which focuses on addressing psychosocial support needs in rural and underserved learning environments.

Back home, TFZ alumni **Megi Chetemu** and **Shamiso Magadzire**, alongside Fellow **Edson Panashe Gopito**, represented frontline educators at the Mid-Year Budget Review Meeting in **Kadoma**. As rural youth champions, they shared lived experiences of the challenges facing learners and teachers in remote schools, including critical resource gaps. Their contributions resonated with parliamentarians, who subsequently moved to call for a parliamentary motion urging the Civil Service Commission to recruit more teachers—an important step towards addressing teacher shortages and improving learning conditions in rural schools.

From international leadership programmes in Kenya and Senegal to national policy dialogue in Zimbabwe, TFZ alumni and fellows continue to turn their experiences into action. Their work reflects the power of collective leadership to advance educational equity, strengthen rural communities, and ensure that every Zimbabwean child has access to a quality education.



NEWSLETTER

MUTOKO/MUDZI DISTRICT

TERM 2: SEPTEMBER 2026



INTRODUCTION FROM THE COACH

It is with great pleasure that I serve as the Coach for Mutoko and Mudzi Districts, where our Teach For Zimbabwe Fellows continue to make meaningful impact in their classrooms and communities. Term 2 has been a season of learning, innovation, collaboration, and action, with Fellows responding creatively to the unique needs and opportunities within their schools.

In this edition, we celebrate stories of leadership, technology, inclusion, entrepreneurship, and community action. We invite you to explore these stories and join us in celebrating the Fellows, learners, and partners contributing to educational transformation across the two districts.

**COACH GLADYS
GUMUNYU**





Let GIRLS Thrive



Creating
opportunities
for girls to
dream bigger,
achieve more,
and lead



ROBOTICS EDUCATION AT KOTWA GOVERNMENT PRIMARY SCHOOL

FELLOW: CHIWESI KELVIN



When Kelvin started teaching robotics at **Kotwa Government Primary School** in **Mudzi District** in 2024, most of his students, especially the girls, had never even touched a computer. Today, that picture has changed. His students have developed a strong interest in robotics and can now build robots that demonstrate how technology can be used to solve real-life problems.

One of their projects is a remote-controlled crane, which they presented at the **DASSAF** exhibitions and where they won first prize. They are now proceeding to the provincial level. The project also demonstrates how alternative energy sources, such as DC motors powered by stored battery energy, can provide solutions without relying on fossil fuels – an innovation that connects technology with climate justice. Notably, girls are leading from the front, showing what is possible when they are given opportunities to explore technology and innovation.

Kelvin's work extends beyond technology. Through his **Girls Are Future Leaders** club, he works with teachers, school administration, and communities to identify out-of-school learners and support their return to education. Since February 2025, he has been championing girls' education across the district, addressing barriers such as poverty, child labour, and limited access to education.

Through community outreach, campaigns, and partnerships with local communities, Kelvin and the club are working to ensure that no child is left behind. The club also appreciates the support received from Teach For Zimbabwe towards assisting vulnerable learners.

Fellow Impact



GROWING BEYOND THE CLASSROOM: TRANSFORMING LEARNING AT NYAMANYORA SECONDARY SCHOOL

FELLOW INNOCENT TSVANGIRAYI

"Small actions, when multiplied by a dedicated community, can transform the world."

Term 2 was a season of growth and transformation at **Nyamanyora Secondary School**. Through sport, practical learning, technology, environmental initiatives, and community action, learners and staff continued to create opportunities that extend beyond the classroom.

Growing Through Sport

Sport became an important part of learner development this term, with students taking part in inter-house and inter-school competitions. Beyond building physical fitness, these activities encouraged teamwork, discipline, confidence, leadership, and a stronger sense of belonging.

Learning Through Enterprise

The launch of the school's Chicken Project brought entrepreneurship and practical learning to life. Learners are gaining hands-on experience in agriculture, livestock care, and financial management, while the project contributes to the school's broader efforts towards nutrition and sustainability.

Growing a Sustainable Future

The **Nyamanyora Garden Project** also continued to flourish, giving learners practical experience in crop production, soil conservation, food security, and climate-smart agriculture. Beyond the produce harvested, the garden is helping learners develop a sense of ownership and appreciation for their environment.

Connecting Learners to the Digital World

A major milestone this term was the installation of Wi-Fi at Nyamanyora Secondary School. The new connectivity gives teachers greater access to digital teaching resources and provides learners with opportunities to explore information and learning materials beyond the classroom. It is an important step towards narrowing the digital divide and preparing learners for an increasingly technology-driven world.

Taking Action in the Community

Learners and staff also came together for a community clean-up campaign, promoting environmental hygiene, responsible waste management, and civic responsibility. The initiative demonstrated that leadership can begin with simple actions and that learners can play an active role in improving their school and surrounding community.

Looking Ahead

The progress made this term reflects what can happen when learners, educators, and communities work together. From the sports field and school garden to the poultry project and digital learning spaces, Nyamanyora Secondary School continues to create opportunities for learners to grow, learn, and lead.

Fellow Impact



WHEN TECHNOLOGY CHANGES THE CLASSROOM

FELLOW TAFARA JEMSON CHIWASHIRA

When I started teaching Form 5 Pure Mathematics at **Nyamuzuwe High School**, I quickly noticed how quiet my classroom could be. Many learners rarely spoke or asked questions, making it difficult to know what they understood. **Tadiwa** was one of those quiet learners. She attended lessons, completed her work, but never volunteered an answer or approached me with a question.

As part of my Teach For Zimbabwe Fellowship, I invested in a laptop and began exploring how technology could support learning in our rural setting. This led me to **Kahoot!**, a game-based learning platform that allows learners to answer questions using their phones while seeing their scores on a live leaderboard. On 19 June 2026, I introduced it to my Form 5 class during a Mathematics revision session covering topics including coordinate geometry, functions, partial fractions, polynomials, and logarithms.

The atmosphere changed almost immediately. Learners who had rarely spoken were answering questions, debating their choices, and eagerly following the leaderboard. Even when the bell rang, they wanted to continue. Tadiwa finished first on the podium. I cannot claim that one quiz changed her academically, but I witnessed a clear change in her confidence. She began asking questions, participating in lessons, attending extra classes voluntarily, and engaging more openly with her classmates. For me, the experience was a reminder that sometimes learners do not lack ability — they simply need a different way into the lesson.

The impact has since extended beyond my classroom, with learners from other classes asking their teachers to try similar approaches. As Head of Department for Mathematics, Commercials and ICT, I now continue to share digital resources and explore platforms such as **Wayground** with my colleagues.

The lesson I take from this experience is simple: engagement is not separate from academic rigour; it can be the doorway to it. As a Fellow, my responsibility is to keep changing the format until I can see the potential that is already there.



WATER AT LAST AT CHIMANGO SECONDARY SCHOOL

FELLOW KAITANO PETER

Chimango Secondary School in **Mudzi District** is celebrating a major milestone: the completion of its borehole water project, bringing reliable water closer to learners and staff. For years, the school struggled with an unreliable water supply, affecting hygiene, sanitation, gardening, and daily school routines. Learners and staff often had to fetch water from distant sources, taking time away from learning and other school activities.

Recognising the urgent need, School Head and Teach For Zimbabwe Fellow **Kaitano Peter** spearheaded the project with support from partners and the wider school community. The completed system includes a borehole, a large water storage tank, piped taps across the school premises, and a backup storage drum to provide additional capacity.

The project is already creating a better environment for learning and living at the school, with improved access to water for sanitation, school activities, and future nutrition gardens. It also reduces the time learners and staff spend searching for water.

For the **Chimango community**, the project represents more than infrastructure. It is a practical example of how school leadership, community participation, and partnerships can address barriers that affect education.

The School Development Committee, teachers, learners, and parents have expressed their gratitude to everyone who supported the project and look forward to building on this achievement through future improvements at the school.

Fellow Impact



EMPOWERING LEARNERS, INSPIRING CHANGE

FELLOW GWENZI VENENCIA NYASHA

This progress has reminded me of the power of collaboration between schools, families, and communities. I remain committed to ensuring that every learner has access to quality education and the opportunity to thrive, and I look forward to building on these successes in the next term.

This term has been a rewarding journey of growth, learning, and transformation. As a Teach For Zimbabwe Fellow, I have focused on creating a learner-centred classroom where every child feels valued, supported, and encouraged to reach their full potential.

Through interactive lessons, group activities, and continuous assessment, I have seen learners become more confident and engaged. Those who were once hesitant to contribute are now participating in discussions, asking questions, and working more collaboratively with their peers.

Beyond the classroom, I worked with parents, fellow teachers, and community members to support learners' holistic development. Together, we encouraged regular school attendance, promoted a reading culture, and reinforced the importance of education in shaping brighter futures.

Learners also had opportunities to develop leadership, teamwork, and problem-solving skills through co-curricular activities and classroom responsibilities. These experiences have helped nurture more confident, responsible, and resilient young people.

Leading the Change in Education





BUILDING HOPE FROM THE GROUND UP

FELLOW LIBERTY KUSEMWA

In the quiet, rural outskirts of **Mutoko, Ward 24**, a new dream is rising.

Makora Secondary School is a satellite school born out of necessity. For years, learners in this community walked 14 to 15 kilometres to the nearest secondary school, crossing the dangerous **Nyagadzi River** just to get an education. For many, especially girls, the journey was unsafe. For others, the distance meant dropping out.

When the community said “enough,” Makora Secondary School was started right here, in the heart of the village.

Today, I stand on a piece of land where there was once nothing but bush and hope. With no government funding or major donors yet, we have begun construction of our first classroom block. The building is currently at foundation level, with parents, teachers, and learners working together to lay bricks and carry sand, water, and stones after school hours.

We may not have much, but what we have is determination.

Every Saturday, parents gather with wheelbarrows, while learners who once walked 15 kilometres now help build the very classrooms they will learn in. For the first time, children in this community can see a secondary school taking shape in their own village.

The impact is already visible. Learners no longer have to risk crossing the Nyagadzi River, while parents have renewed hope that their children can complete secondary school without leaving home. Because the community is building Makora themselves, they have developed a strong sense of ownership and pride in the school. Even while lessons continue under trees and in temporary structures, attendance has improved, and children proudly say, “I go to Makora Secondary.”

Our dream is to have complete classroom blocks by next year so that learners can study in safe and proper facilities. No more learning under trees when it rains. No more 15-kilometre walks. No more girls missing school because the journey is unsafe.

The foundation is already there. What we need now are roofing sheets, cement, doors, windows, and desks to complete the block. We are appealing to well-wishers, NGOs, the Ministry, and everyone who believes in the power of education to walk with us.

Makora Secondary is proof that when a community decides to educate its children, a lack of resources does not have to stop them. We started with nothing but land and unity. From that foundation, we are building futures.

Leading the Change in Education



EMPOWERING GIRLS THROUGH SPORT AT NYAHONDO PRIMARY

FELLOW BARBRA NYAMANDE

As a Teach For Zimbabwe Fellow, I believe education extends beyond the classroom. Sport is a powerful tool for building confidence, resilience, teamwork, and leadership, especially among girls who often face barriers to participation.

At **Nyahondo Primary School**, I have had the privilege of coaching and mentoring our girls' soccer team. What began as a small group of enthusiastic learners has grown into a determined team that proudly represented our school at zonal and district level. Their journey has been shaped by commitment, discipline, and the courage to believe in themselves. Their success reached another milestone when two players, **Tawananyasha Gunduza** and **Orita Tandi**, were selected to represent the district at provincial level. Their achievement is a testament to their hard work and perseverance and has become a source of pride for the entire school and community.

Beyond the competition, the greatest impact has been seeing the girls grow in confidence and begin to recognise their own potential. Their success has also inspired younger learners to join the team and pursue their own dreams with determination.

This experience has reinforced my belief that when girls are given opportunities, encouragement, and a supportive environment, they thrive. As a Teach For Zimbabwe Fellow, I remain committed to creating opportunities that help every learner unlock their potential and become a leader in their own right.

The story of our girls' soccer team reminds us that investing in girls means investing in stronger schools, stronger communities, and a brighter future for Zimbabwe.

Fellow Impact



TRANSFORMING LEARNER PARTICIPATION AND ACHIEVEMENT

FELLOW MISHECK MANHANDO

When I was appointed as the substantive Deputy Head at **Nharire Primary School** in **Mutoko District** during the third term of last year, I found a school with limited participation in academic and sporting activities. The school had developed a reputation for being absent from cluster, zonal, district, and provincial competitions, leaving many learners without opportunities to develop their talents, confidence, and leadership skills.

Working with teachers, learners, parents, and the **School Development Committee**, I focused on building a culture of participation, teamwork, and excellence. We identified talented learners, strengthened coaching and mentoring, and encouraged teachers to prepare learners for different competitions.

The results have been encouraging. Nharire Primary School began participating more actively in academic competitions at cluster and district level, while learner participation in sport also increased significantly. Our girls' soccer team progressed to district level, with **Ropafadzo Guveya** going on to represent the district at provincial level. Her achievement became a source of pride for the school and inspired more girls to participate confidently in sport and leadership activities.

Beyond competitions, I also strengthened partnerships with **Mutoko Rural District Council** and the **Zimbabwe Gender Commission**. Through educational programmes on child protection, gender equality, leadership, and responsible citizenship, these partnerships have contributed to the holistic development of our learners.

Within a short period, Nharire Primary School moved from limited participation to actively competing and achieving at cluster, district, and provincial levels. This experience has shown me that with visionary leadership, teamwork, strategic partnerships, and high expectations, the potential of both learners and teachers can be unlocked.

It has reinforced my belief that every child deserves an opportunity to excel and that effective school leadership can create lasting change in both academic achievement and co-curricular development.



Leading the Change in Education



BUILDING A BETTER SPACE FOR EARLY LEARNING

FELLOW MANYARA FAITH

Rwamba Primary School has begun a new infrastructure development project following a generous donation of building materials from a Chinese mining company operating in the surrounding community. The materials, including cement, bricks, and sand, will support the construction of a new classroom block for **Early Childhood Development (ECD)** learners.

The project is a strong example of how partnerships between the private sector, schools, and communities can contribute to improving access to quality education. Once completed, the new block will provide young learners with a safe, spacious, and child-friendly environment where they can learn, grow, and develop during their formative years.

The additional classrooms are expected to reduce congestion, improve teaching and learning, and enable the school to accommodate its growing enrolment. More importantly, they will create a better foundation for quality early childhood education.

Rwamba Primary School appreciates the support of the mining company, School Development Committee, parents, community members, and other stakeholders whose contributions are helping transform the school.

Together, the Rwamba community is building more than classrooms — it is creating better opportunities for its youngest learners.



Fellow Impact





FROM THE CLASSROOM TO THE COMPETITION

FELLOW NYARADZO MARIWO

It was a rewarding term at **Gurure Primary School** as the school and Teach For Zimbabwe Fellow worked together to create meaningful learning experiences that strengthened learners' practical skills, teamwork, and confidence.

With guidance from the Fellow and support from other teachers, learners prepared cakes, beverages, and pastries for the **DASAF** competitions. Throughout the process, they took an active role in planning, practising, and perfecting their products while developing valuable skills in food preparation, hygiene, presentation, and collaboration.

Their hard work was rewarded at the competitions, where Gurure Primary School secured 10th position in the cake category, 4th position in beverages, and 4th position in pastries. Beyond the results, the experience gave learners an opportunity to apply their creativity, work as a team, and build confidence in their abilities. It has also inspired them to aim for even greater success in future competitions.

The school remains committed to creating opportunities that nurture practical skills, innovation, and holistic learner development. For Gurure Primary, the journey is not only about competing — it is about giving learners the confidence and skills to create, participate, and thrive.

Leading the Change in Education



TRANSFORMING SPORTS AT KAUNYE SECONDARY

FELLOW O'BRIEN MAKORE

When **O'Brien Makore** was appointed Deputy Sports Director at **Kaunye Secondary School** in May 2026, many of the school's teams were still wearing jerseys from 2013. Within a few months, his leadership helped bring a new energy to school sport.

Through engagement with the Headmaster and **School Development Committee**, Makore successfully advocated for new kits for the soccer, netball, and handball teams. While the new uniforms boosted players' confidence, Makore recognised that lasting transformation required more than appearances. He worked to reignite the passion of coaches and athletes, building a stronger culture of motivation, resilience, and teamwork.

One of his key strategies was developing partnerships with other schools, creating opportunities for learners to train and compete alongside stronger players from across the zone. This approach proved particularly valuable for the Under-20 girls' team, whose collaboration with elite players from the zone helped them push beyond previous limitations. The result was a historic achievement: Kaunye Secondary School qualified for its first provincial competition since 2011.

Through leadership, strategic partnerships, and a belief in the potential of his athletes, Makore has helped transform sport at Kaunye from an afterthought into a source of pride, confidence, and achievement.



Fellow Impact



STRENGTHENING LEARNING THROUGH COMMITMENT AND COLLABORATION

FELLOW CHAMUKONZA PEACE

As a teacher serving in a rural community, I believe education goes beyond teaching in the classroom. This term, I focused on improving learner performance, strengthening community partnerships, making effective use of available resources, and growing professionally, while remaining committed to ensuring that every learner had an opportunity to succeed despite limited resources.

I prepared schemes of work, lesson plans, and assessment tasks aligned with the **Heritage-Based Curriculum**, while also coordinating the mid-year examinations. Through remedial lessons and continuous assessment, I supported learners to strengthen their understanding and confidence, particularly in English and other learning areas.

I also worked closely with parents, community members, fellow teachers, and school leadership to create a supportive learning environment. By encouraging parents to support regular attendance, discipline, and home study, and by collaborating with colleagues to share teaching resources and coordinate academic activities, we strengthened the collective support available to our learners. Beyond teaching, I helped make essential school materials more accessible to learners and families by selling uniforms, exercise books, books, jerseys, plastic covers, and other school supplies. This helped families prepare for school on time while contributing to learners' readiness for learning.

This term also strengthened my leadership, communication, planning, and organisational skills. Coordinating academic activities and working with different stakeholders increased my confidence and ability to contribute meaningfully to school programmes.

My experience has reinforced my belief that meaningful impact is not determined by abundant resources, but by commitment, creativity, and teamwork. I remain dedicated to improving learner achievement, strengthening community partnerships, and contributing to the growth of **Nyahuku Secondary School** and its surrounding community.

Fellow Impact



EMPOWERING GIRLS THROUGH VOLLEYBALL

FELLOW SHAMISO NYAHUNA

At the beginning of the volleyball season, I saw an opportunity to use sport to empower girls, build confidence, and nurture leadership. I began coaching the girls' volleyball team at **Mutsvaire Primary School** with a vision of helping them realise their potential both on and off the court.

Through learner-centred coaching, regular skills training, teamwork exercises, and continuous encouragement, I created an environment where every player had an opportunity to grow. Although we faced challenges with limited training resources, I adapted our training methods and made the most of what was available.

The girls responded with remarkable commitment, discipline, and resilience. Their hard work paid off as they progressed through school-level competitions to the district level.

I was later honoured to serve as the first girls' volleyball coach at the **District Training Camp**, where we prepared the team for the **Provincial Competition** held on **10 July**. Reaching this stage was a significant milestone and a testament to what learners can achieve when they receive consistent guidance, encouragement, and opportunities to develop their talents.

This journey has reinforced my belief that education extends beyond the classroom. Through sport, learners develop confidence, leadership, teamwork, perseverance, and the courage to pursue excellence. Seeing these young girls grow into confident athletes has been one of the most rewarding experiences of my professional journey.

I remain committed to creating opportunities that enable every learner to discover their strengths, overcome barriers, and reach their full potential.



Fellow Impact

FROM A CLASSROOM CHALLENGE TO AN AI PLATFORM FOR TEACHERS

FELLOW VINCENT MASENGU

As a Teach For Zimbabwe 5th Cohort Fellow and Deputy Head at **Masenda High School** in **Mudzi District**, I encountered a challenge that many teachers face: the amount of time and effort required to prepare schemes of work, lesson plans, assessments, and other teaching documents.

This experience inspired me to co-found **Scheme Rangu**, an AI-powered teaching assistant platform designed specifically for Zimbabwean educators. The platform helps teachers generate teaching and learning materials in minutes while also building their confidence and skills in using artificial intelligence.

Since its launch, Scheme Rangu has grown into a wider teacher-support community. It now has more than 1,300 registered teachers and a WhatsApp community of over 2,000 subscribers. The platform also offers free, self-paced AI courses with certificates, as well as tutorials and practical tips to help teachers use AI responsibly in lesson preparation and delivery.

What began as an attempt to solve a challenge I encountered in my own classroom has now extended beyond my school. In July 2026, Scheme Rangu was invited to facilitate a practical AI workshop for teachers through the **Mutare District** Geography Learning Area Platform and the ZW Projects Facilitators Platform. The workshop focused on using AI for lesson preparation, assessment, interactive teaching, and the development of learning resources.



The work has also opened new professional opportunities. I was appointed to the National Executive Committee of the **Zimbabwe English Language Teachers Association (ZELTA)** as IT & Resources Coordinator (Secondary), creating an opportunity to contribute to conversations around technology and digital resources in English language teaching.

For me, Scheme Rangu is about more than automation. It is about giving teachers back valuable time while ensuring that educators, particularly those working in resource-constrained schools, have access to tools and knowledge that can strengthen their practice. Looking ahead, I hope to expand the platform's free AI courses, strengthen partnerships with teacher networks, and advocate for responsible and equitable adoption of AI in Zimbabwean classrooms.

Leading the Change in Education



CELEBRATING OUR OUTGOING FELLOWS

As we celebrate another term of growth and impact, we're also taking a moment to shine a light on the Fellows who are bringing their time with Teach For Zimbabwe to a close. Our Fifth Cohort Fellows have journeyed with us through classrooms, communities, challenges, and countless moments of learning, leaving behind contributions that will continue to shape the learners and schools they served.

In this edition, we put the spotlight on some of our outgoing Chivi Fellows, giving them space to reflect on their experiences, the lessons they have gathered, and the moments that have made their Fellowship journey meaningful. We invite you to read their profiles, celebrate their journeys, and join us in wishing them well as they take their next steps.

Fellow Impact

HILLARY MABHIZA

EDUCATION & CLIMATE ACTION ADVOCATE

Hillary Mabhiza is an educator, sports coach, and community advocate passionate about inclusive education and creating opportunities for young people to thrive. He holds a Bachelor of Science Honours degree in Geography and Environmental Studies and teaches Mathematics and Combined Science at Katsukunya Secondary School in Mutoko. Beyond the classroom, Hillary uses sport to develop learners' confidence and potential, with his learners earning silver and bronze medals at national level. As a Rural Youth Champion with Kuyenda Collective, he advocates for inclusive education, contributing to efforts that helped schools facing teacher shortages receive additional staff and improve learning opportunities. He also leads tree-planting and recycling initiatives, helping learners connect environmental conservation with climate resilience.



IRENE MURIMAKAMWE

ACCOUNTING & EDUCATION PROFESSIONAL

Irene Murimakamwe is an experienced educator and accounting professional with over eight years of teaching experience in secondary schools in marginalised communities. She is passionate about creating inclusive learning environments that empower learners from underserved backgrounds to recognise their potential and succeed. Irene holds a Master of Commerce in Professional Accounting and Corporate Governance, a Bachelor of Commerce Special Honours Degree in Accounting, and a Bachelor of Education Honours Degree in Accounting, all from Great Zimbabwe University. At Dendera High School in Mudzi District, through the Teach For Zimbabwe Fellowship, she combines her expertise in accounting and education to make learning practical, relevant, and engaging. Her commitment to innovative teaching, curriculum development, and community engagement reflects her belief in education as a pathway to opportunity and lasting change.



RICHARD NYAMANDE

TECHNOLOGY & EDUCATION LEADERSHIP INNOVATOR

Richard Nyamande is a Computer Science educator and emerging education leader passionate about technology, innovation, and improving learning outcomes. He teaches at Kotwa High School in Mudzi District and holds qualifications in Business Management and IT, Education, Human Resources Management, and Education Management. Through the Teach For Zimbabwe Fellowship, Richard strengthened his leadership, management, and MERL skills. His fellowship project focused on robotics training in primary and secondary schools, while his work as ICT Club Secretary and ICT Head of Department enabled him to organise coding workshops and expand learners' exposure to technology. His fellowship journey has strengthened his resilience and prepared him to pursue a career in educational leadership and management.



MISHECK MANHANDO

EDUCATIONAL LEADERSHIP PROFESSIONAL

Misheck Manhando is an educator and school leader passionate about strengthening teaching and learning, developing learners holistically, and creating innovative solutions for schools and communities. He holds a Master's Degree in Sport Science Education and was promoted to Substantive Head in September 2025, marking an important milestone in his leadership journey. Through the Teach For Zimbabwe Fellowship, he has strengthened his leadership and financial management skills while supporting literacy development among learners and championing practical approaches to education. His work also includes establishing a school orchard to promote climate education and environmental conservation, as well as collaborating with fellow teachers on agricultural projects involving tobacco, maize, and beans. Misheck is committed to building schools where teachers, learners, parents, and communities work together to create lasting opportunities for growth and development.



RALPH MABOREKE

YOUTH DEVELOPMENT & EDUCATION CHAMPION

Ralph Maboreke is a Teach For Zimbabwe Fellow passionate about youth development and expanding meaningful learning opportunities for young people. As part of the 5th Cohort, he taught at Kawere Secondary School, where he contributed to advancing quality education and supporting learners to reach their potential. Through his work, Ralph is committed to building learners' confidence, nurturing their aspirations, and helping them envision brighter futures through education.



ALOUIS P MANGWENDE

LEARNER DEVELOPMENT CHAMPION

Alouis P Mangwende is an educator and community-focused leader passionate about creating opportunities for young people to discover their talents, build confidence, and reach their potential.

His work extends beyond the classroom through initiatives in creative arts, girls' education, sport, and practical learning. At Muzezuru Secondary School, he founded a Talent Showcase Club, supported efforts to keep vulnerable girls in school, established a herbal garden with learners, and coached the girls' soccer team to provincial-level competition. Through the Teach For Zimbabwe Fellowship, Alouis has strengthened his leadership and professional skills while empowering learners to lead, serve, and contribute meaningfully to their communities.



FORTUNATE PARADZA

EARLY CHILDHOOD LEARNING CHAMPION

Fortunate Paradza is an Early Childhood Development educator passionate about creating safe, inclusive and engaging learning environments where young children can thrive. A graduate of Bachelor of Education in Early Childhood Development, she uses play-based and learner-centred approaches to strengthen foundational learning and school readiness.

At St Arnold Primary School, her work focuses on giving young learners a strong start, particularly in underserved communities where access to quality early learning can be limited. Through the Teach For Zimbabwe Fellowship, Fortunate continues to champion inclusive ECD practices that recognise every child's potential and create meaningful opportunities to learn and grow.



KELVIN CHIWESI

INCLUSIVE STEM EDUCATION CHAMPION

Kelvin Chiwesi is an experienced educator and STEM practitioner with over a decade of experience in education and a Bachelor of Education in Computer Science. As a Science and Technology teacher at Kotwa Government Primary School, he is passionate about making education inclusive, practical, and transformative. His work extends beyond the classroom through initiatives promoting girls' education, climate education, and the reintegration of out-of-school children into the education system. In a community increasingly affected by changing rainfall patterns, he works to make climate knowledge relevant and action-oriented, helping learners understand environmental challenges and their role in protecting the planet. Through the Teach For Zimbabwe Fellowship, Kelvin continues to champion equitable learning opportunities and empower young people with the knowledge, confidence, and skills to shape their futures.



BARBRA NYAMANDE

DIGITAL INCLUSION & EDUCATION INNOVATOR

Barbra Nyamande is an educator and change-maker passionate about improving learning outcomes for children in marginalised communities. At Nyahondo Primary School, she focuses on strengthening foundational literacy and advancing digital inclusion. She holds a Bachelor of Education Honours Degree in Computer Science and, through her Teach For Zimbabwe Fellowship, has worked to bridge rural and urban education by using local languages, community examples, and learner-centred approaches to make learning more relevant. She has also supported reading improvement, increased ICT exposure, and trained fellow teachers in digital skills, including the use of Artificial Intelligence for lesson planning and learning materials. Beyond the classroom, Barbra supports learner development through athletics, girls' soccer, traditional dance, and environmental sustainability initiatives.



PEACE CHAMUKONZA

RURAL COMMUNITY DEVELOPMENT CHAMPION

Peace Chamukonza is a community-driven education and development practitioner passionate about improving opportunities for young people in rural communities. His work spans school attendance, environmental awareness, gardening, digital literacy, and community engagement. Through collaboration with learners, teachers, parents, and community leaders, he supports initiatives that strengthen schools and promote sustainable community development.



LAWRENCIA MUSONA

PRACTICAL AGRICULTURE EDUCATOR

Lawrencia Musona is an educator, agricultural practitioner, and entrepreneur passionate about inclusive education and equipping young people with practical skills for life beyond the classroom. A Crop Science graduate from the University of Zimbabwe, she teaches at Munashe High Private School in Mutoko, where she creates supportive learning environments that give every learner an equal opportunity to thrive. Her work extends beyond academics through coaching table tennis and handball, while her practical agriculture initiatives have enabled learners to grow maize from planting to harvest and gain hands-on experience in rearing roadrunners and rabbits. Through the Teach For Zimbabwe Fellowship, Lawrencia continues to explore ways of connecting education with practical skills, self-reliance, and sustainable livelihoods.



PATRONELLA N. NYAJEKA

TEACHER LEADERSHIP & LEARNER EMPOWERMENT CHAMPION

Patronella N. Nyajeka is a dedicated educator and teacher leader serving as Head of Department for Humanities at Munashe. She is passionate about inspiring learners, promoting equity, and creating engaging, learner-centred classrooms. Beyond teaching, Patronella leads through mentorship, collaboration, and supporting fellow educators and learners to reach their potential. Her commitment to uplifting others reflects her belief in education as a way to create positive change and bring hope and opportunity to those around her.

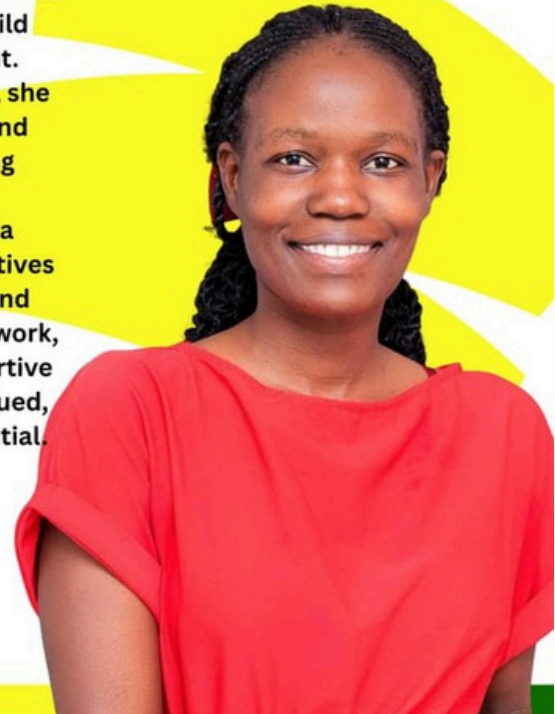


TABERTH JASI

CHILD WELFARE & COMMUNITY DEVELOPMENT PRACTITIONER

Taberth Jasi is a social work graduate, educator, and Teach For Zimbabwe 5th Cohort Fellow at Nyakabau Primary School in Mutoko.

She is passionate about education, child welfare, and community development. Drawing on her social work background, she supports learners' academic growth and emotional well-being while promoting inclusive, child-centred learning environments. As part of the Kuyenda Collective, she also contributes to initiatives focused on strengthening education and empowering communities. Through her work, Taberth is committed to creating supportive spaces where every learner can feel valued, build confidence, and reach their potential.



O'BRIEN MAKORE

SERVANT LEADERSHIP & COMMUNITY TRANSFORMATION ADVOCATE

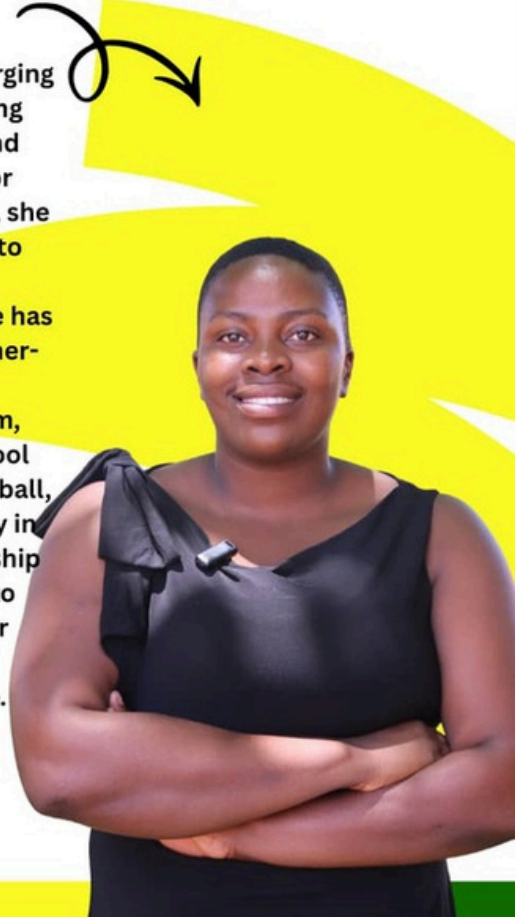
O'Brien Makore is an urban planner, educator, and emerging leader passionate about educational equity and community transformation. As a Teach For Zimbabwe Fellow at Kaunye Secondary School in Mutoko District and 5th Cohort President, he developed a more collaborative, learner-centred approach to leadership. Beyond the classroom, O'Brien championed the "Freedom Tank" initiative, which contributed to reduced drug use and improved school attendance among male learners. He has also strengthened learner-community engagement and contributed to regional and national platforms, including the Global Activism Convention in Brazil. Moving forward, O'Brien is focused on climate action, health, and governance through the Learners Initiative for Climate Action (LICA), alongside his entrepreneurial ventures in farming and construction.



NYARADZO S. MARIWO

EMERGING TEACHER-LEADER

Nyaradzo S. Mariwo is an educator and emerging teacher-leader passionate about improving learning outcomes for children in rural and underserved communities. As a Teach For Zimbabwe Fellow at Gurure Primary School, she has grown to see education as a pathway to leadership, equity, and community transformation. Through the Fellowship, she has strengthened her classroom practice, learner-centred approaches, leadership, and collaboration skills. Beyond the classroom, Nyaradzo mentors learners, supports school initiatives, and coaches athletics and volleyball, with her learners participating successfully in competitions including DASAF. Her Fellowship journey has deepened her commitment to educational equity and strengthened her determination to create meaningful opportunities for every learner to thrive.



DOUGLAS CHATIZA

PRACTICAL SKILLS & COMMUNITY EMPOWERMENT LEADER

Douglas Chatiza is an educator, community leader, and entrepreneur passionate about empowering young people with practical skills for everyday life. As a Mathematics teacher at Mudzonga Secondary School, he focuses on strengthening learners' numeracy skills and helping them apply mathematics to real-world situations. Beyond the classroom, he participates in community awareness initiatives addressing challenges such as substance abuse and child marriage, while also contributing to community activities and support networks. His entrepreneurial interests span tombstone finishing, window seal production, kitchen tops, and cattle rearing, reflecting his commitment to practical skills, self-reliance, and creating opportunities within his community.



CHADYA PETUNIA

EDUCATION EQUITY CHAMPION

Chadya Petunia is an educator and emerging education leader passionate about advancing quality and equitable education in rural communities. With a background in History and Philosophy and a Postgraduate Diploma in Education, she uses learner-centred and interactive approaches to build critical thinking, confidence, and motivation among young people. Her work extends beyond the classroom through mentorship, learner guidance, and school development initiatives that foster a culture of excellence and accountability.



VINCENT MASENGU

AI & EDUCATION INNOVATION LEADER

Vincent Masengu is an educator, school leader, and AI practitioner passionate about using technology to advance educational equity. As Deputy Head of Masenda High School and a Teach For Zimbabwe 5th Cohort Fellow, he has strengthened school leadership, mentored educators, and championed learner-centred approaches. He is also Co-Founder of Scheme Rangu, an AI-powered platform supporting teachers with practical tools for lesson planning and learning material development, particularly in resource-constrained settings. Through his Fellowship, Vincent has grown as a leader and innovator, deepening his commitment to ensuring that technology becomes a tool for inclusion and better learning outcomes across Zimbabwe.



VENENCIA NYASHA GWENZI

FOUNDATIONAL LEARNING & ENTREPRENEURSHIP CHAMPION

Venencia Nyasha Gwenzi is an educator and entrepreneur passionate about strengthening foundational learning and creating opportunities for young people to thrive. As a Grade 5 teacher at St Arnold Primary School, she focuses on developing learners' literacy and numeracy skills, helping them build confidence in reading, writing, and everyday learning. Beyond the classroom, she participates in community awareness initiatives and other activities that strengthen connections between schools and their communities. She is also a rabbit farmer, running a viable project that contributes to her livelihood and reflects her interest in entrepreneurship and self-reliance. Through the Teach For Zimbabwe Fellowship, Venencia continues to grow as an innovative leader while contributing to meaningful change in her school and community.



TOSO MUNYARADZI

REFLECTIVE EDUCATION PRACTITIONER

Toso Munyaradzi is an educator passionate about continuous learning, leadership and creating supportive learning environments where every learner feels valued and capable of succeeding. Through the Teach For Zimbabwe Fellowship, he has strengthened his confidence, reflective practice and commitment to professional growth, while developing a deeper understanding of the role of relationships, teamwork and leadership in education. As he completes his fellowship, Toso carries forward the lessons and experiences gained throughout the journey as he continues to grow as an educator and emerging leader.





TEACHFORZIMBABWE

NEWSLETTER CHIREDDI DISTRICT

TERM 1: APRIL 2026

INTRODUCTION FROM THE COACH

Welcome to this special edition of our Chiredzi District Newsletter, where we celebrate the work of Teach For Zimbabwe (TFZ) Fellows, school leaders, learners, and community partners who continue to demonstrate that education extends far beyond the classroom. From environmental stewardship and sporting excellence to meaningful partnerships and life-saving skills, the stories in this edition reflect the diverse ways our school communities are creating positive change.



As a Coach, it is deeply inspiring to watch our Fellows and learners grow into their leadership potential, overcome challenges, and contribute to meaningful transformation in their communities. Their resilience, creativity, and passion remind us of what is possible when we lead with purpose, collaborate, and work together.

COACH STEDY CHITAKA



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BUILDING RESILIENCE AND NURTURING FUTURES

FELLOW: GUGULETHU
MAHLANGU



Through sport, nutrition, and climate action, **Jekero Primary School** is creating opportunities for learners to build confidence, develop leadership skills, and understand the importance of caring for their environment. These initiatives are helping nurture learners both inside and beyond the classroom.

On the sports field, Jekero's soccer team demonstrated remarkable discipline and teamwork, emerging as tournament champions. Three learners—two boys and one girl—were selected to represent **Chiredzi District** at provincial level. The school also participated in the **Malilangwe Netball Tournament**, which celebrated the confidence, leadership, and potential of young girls under the theme, "It is better to build a girl than to repair a broken woman."

The school's nutrition garden has also flourished, serving as a living classroom where learners explore environmental stewardship, nutrition, and conservation agriculture. Building on these efforts, Jekero Primary School was selected to participate in a **UNDP**-supported climate resilience programme. The initiative will support the development of a solar-powered borehole, an indigenous tree nursery, Climate and Conservation Clubs, a community seed bank, and expanded nutrition garden activities.

Beyond these initiatives, I have continued to strengthen my leadership and professional skills through opportunities such as the two-day **Kuyenda Collective Participatory** Workshop and the **Secretary's Merit Award Ceremony** at **Chiredzi High School**.

My experience at Jekero Primary School continues to remind me that every child deserves the opportunity to dream, every girl deserves the chance to lead, and every school deserves the support to transform lives.

Fellow Impact



EDUCATIONAL EQUITY IN CHIREZI: RESTORING DIGNITY AND HOPE

FELLOW ANGELA DUBE

For many learners, the barriers to education extend beyond the classroom. Financial hardship can make school fees difficult for families to afford, while a lack of basic necessities such as uniforms and sanitary wear can affect a learner's confidence, dignity, and ability to attend school consistently. Recognising these challenges, I have focused on supporting vulnerable learners and creating an environment where they can remain in school and participate fully in their education.

Through a partnership with the **Flamelily Foundation**, we supported vulnerable learners through the **Chishamiso Bursary**, which provided assistance with school fees for children who were at risk of dropping out because of financial challenges. By helping families meet these costs, the initiative has reduced one of the immediate barriers preventing learners from continuing their education.

The support has also gone beyond school fees. Some learners received new school uniforms, something that can have a significant impact on how children feel about themselves and their place in the school community. Having a proper uniform helped restore a sense of dignity and belonging, allowing learners to attend school with greater confidence and participate more comfortably alongside their peers.

For female learners, access to sanitary wear has addressed another barrier that can quietly disrupt education. Before this support, some girls faced the possibility of missing school during their menstrual periods because they did not have adequate menstrual hygiene products. Providing sanitary wear has helped them attend school more consistently, participate in lessons, and engage in school activities without the anxiety and discomfort that can accompany a lack of menstrual health support.

These interventions have reinforced my understanding that educational equity is about more than ensuring that a learner has a place in a classroom. It is also about identifying the practical barriers that prevent them from attending, participating, and learning with dignity. The partnership with the Flamelily Foundation has demonstrated the value of bringing different stakeholders together around the needs of vulnerable learners. By combining financial assistance with support for basic needs, we are helping create conditions in which children can remain in school, feel valued, and focus on their education.

Fellow Impact



For me, the greatest impact is seeing learners who might otherwise have been pushed out of school given another opportunity to continue their education. Sometimes, restoring hope begins with something as fundamental as helping a child return to school with fees paid, a uniform to wear, and the dignity to participate fully.

Fellow Impact



BUILDING HEALTHIER, SAFER AND MORE RESILIENT COMMUNITIES

FELLOW GABRIEL MAHUNGU

Creating meaningful learning opportunities means preparing learners not only for success in the classroom, but also to take responsibility for the communities around them. At **Rupangwana**, I have worked alongside learners to promote environmental stewardship, strengthen emergency preparedness, and encourage practical community action.

One of our recent initiatives was a community clean-up drive at **Rupangwana Shopping Centre**. Working alongside a dedicated team of learners, we equipped ourselves with gloves and trash bags and set out to clean the area and promote responsible waste management. Learners took part in sorting recyclable materials, while local shopkeepers and community members also joined the effort.

The initiative demonstrated that keeping our surroundings clean is a shared responsibility. School Head **Mr. Chitauro** commended the learners' efforts and committed to supporting ongoing activities focused on environmental stewardship and recycling. Environmental protection has also become an important part of our work at school. As summer approaches and the risk of bushfires increases, the school community constructed fire guards around the school grounds to help protect local flora, fauna, and surrounding forests. Beyond providing practical protection, the activity has helped learners understand the importance of caring for their environment and taking action to protect the natural resources around them.

Another important milestone was the establishment of the school's first-ever **First Aid Team**, with training and support from **Teach For Zimbabwe**. Learners received training in basic life support, wound care, CPR, safe patient handling, and emergency response procedures. The team is now equipped to respond to minor health incidents at school and is also taking the lead in health-awareness drills.

For me, these initiatives demonstrate the power of learning that extends beyond textbooks. Whether learners are sorting recyclable waste, responding to a health emergency, or protecting their school from bushfires, they are developing practical skills, leadership, teamwork, and a stronger sense of responsibility towards others.

Through these experiences, we are helping learners see themselves not simply as students, but as active contributors to healthier, safer, and more resilient communities.

Fellow Impact



FROM DISTRICT CHAMPIONS TO PROVINCIAL COMPETITORS

FELLOW FANUEL MUNYORO

Learner development does not end when the school bell rings. Through sport, academic competitions, and innovation, I have worked to create opportunities for learners to develop confidence, teamwork, problem-solving skills, and the ability to compete beyond the school level.

My involvement in handball has allowed me to support learners both as a coach and an official. After coaching the Under-17 boys' handball team, I had the opportunity to serve as a district handball official. This experience allowed me to contribute to the development of the sport while promoting fair play, discipline, and good sportsmanship among young athletes.

Academic enrichment has been another important part of this work. I mentored our school's **Quiz Club**, which went on to become the Chiredzi District 2025 Champions. Their achievement earned them the opportunity to represent the district at the **Old Mutual Provincial Quiz Competition**, where they competed against 30 top schools from across the province and finished in 25th position. For the learners, reaching the provincial stage was an important achievement and an opportunity to test their knowledge and confidence at a higher level.

I have also supported learners to explore innovation and entrepreneurship through my role as an **Emergination Africa Patron**. Through the programme, learners are encouraged to identify challenges around them, think creatively about possible solutions, and develop practical ideas with real-world applications. Their efforts earned the school a 9th-place ranking in Masvingo Province, demonstrating the potential that can emerge when learners are given space to innovate.

These experiences have reinforced my belief that co-curricular activities are an essential part of education. Whether on the handball court, in a quiz competition, or developing an innovative solution to a community challenge, learners are building skills that extend far beyond competition.

My goal is to continue creating opportunities for learners to discover their strengths, challenge themselves, and represent their school and district with confidence and pride.

Leading the Change in Education

GREENING OUR FUTURE AT ALPHA MPAPA HIGH SCHOOL

FELLOW HACHI KAUNDA



Creating a greener school environment has become a practical learning experience at **Alpha Mpapa High School**, where the Eco-Club is helping learners turn environmental awareness into action. Through tree planting, waste management, conservation, and creative use of school spaces, learners are taking an active role in shaping a more sustainable future.

As part of these efforts, the school has planted more than 50 trees and established pollinator gardens and outdoor classrooms. These spaces are helping to improve the school environment while creating opportunities for learners to observe nature, understand biodiversity, and learn outside the traditional classroom.

The Eco-Club has also introduced new approaches to waste management, including multi-bin recycling and composting initiatives. These efforts have contributed to a 30% reduction in waste at the school. Slope grassing has also been introduced to help reduce soil erosion and stabilise the school grounds, demonstrating how simple, locally appropriate interventions can contribute to environmental conservation.

The learners' commitment to environmental action has not gone unnoticed. Alpha Mpapa High School was recognised with the Cluster Green School Award and was also featured on local news for its exemplary environmental leadership.

For me, the work of the Eco-Club demonstrates that environmental education becomes most powerful when learners are given the opportunity to act on what they learn. By planting trees, managing waste, protecting the soil, and creating spaces for biodiversity, our learners are not only greening their school—they are developing the knowledge, responsibility, and leadership needed to protect their communities and environment in the future.

Fellow Impact



STRENGTHENING TEACHING, LEARNING, AND SCHOOL PRIDE

Through these initiatives, Eunice demonstrated how meaningful change can take place both inside and outside the classroom. By supporting teachers to strengthen assessment practices and empowering learners to care for their school, she contributed to a school culture rooted in continuous improvement, responsibility, and collective action.

FELLOW EUNICE MATURURE

At **Citrus Primary School**, **Eunice Maturure** contributed to both teacher development and the creation of a more positive learning environment. Recognising the importance of effective learner monitoring and assessment, she conducted a staff development workshop for all teachers on using the **Stella Application** to monitor and assess learners in **ECD B**. The workshop provided an opportunity for teachers to strengthen their understanding of the application and explore how digital tools can support the tracking of learner progress, identification of learning needs, and planning of appropriate classroom support.

Eunice also championed environmental responsibility and school pride through the **Let Girls Thrive Club**. She led a comprehensive campus cleaning and beautification campaign that brought learners together to participate in campus maintenance, sweeping, and flower-bed care. Beyond improving the appearance of the school grounds, the initiative encouraged learners to take ownership of their surroundings, work collaboratively, and recognise the role they can play in creating a clean, safe, and welcoming learning environment.

Leading the Change in Education



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

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GROWING RESILIENCE THROUGH CLIMATE- SMART AGRICULTURE AND ENVIRONMENTAL ACTION

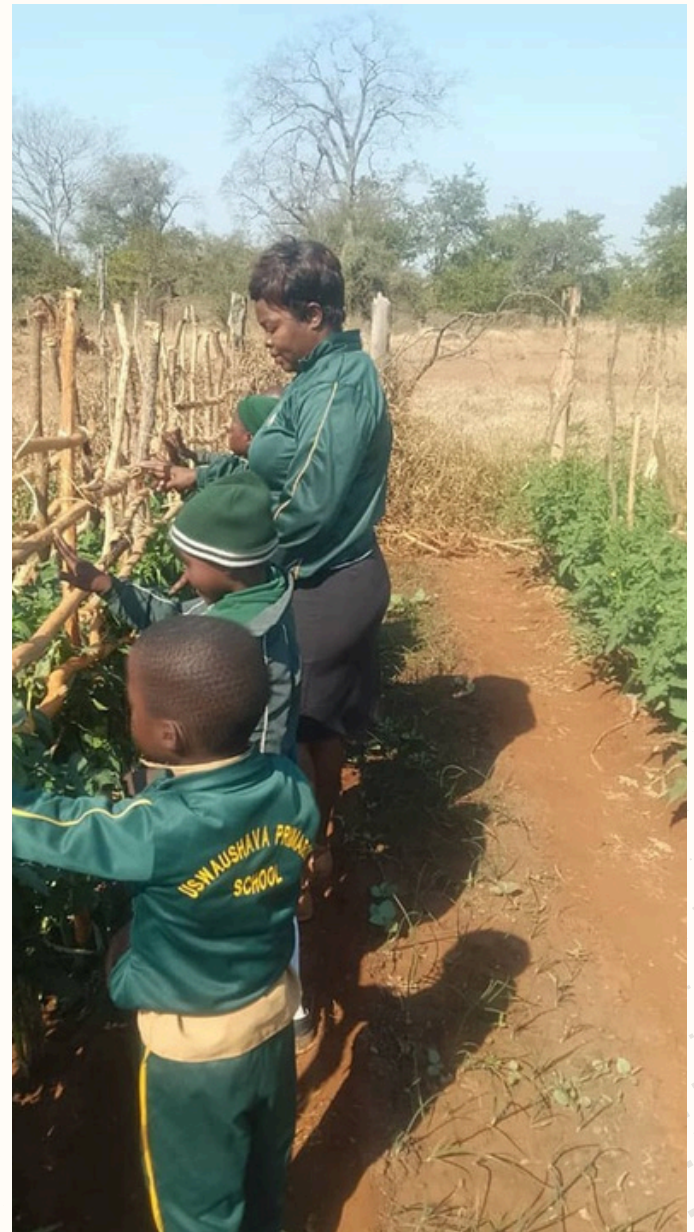
FELLOW HONYERA PERTUNIA

At **Uswaushava Primary School, Honyera Pertunia** is helping learners and the wider school community explore practical ways of responding to climate challenges while strengthening the school's feeding programme. Through the school garden, she introduced integrated conservation agriculture techniques, including mulching, to support crop production during dry spells.

Despite limited rainfall, the garden produced rape, covo, tomatoes, and onions for the school feeding programme. These efforts demonstrated how climate-smart agricultural practices can help schools make better use of available water, protect soil moisture, and sustain food production under changing weather conditions. The garden also provided an opportunity for learners to see how environmentally responsible farming practices can contribute to food security and community resilience.

Honyera also strengthened environmental action at the school by using the Environmental Club as the school's "green engine." Through the club, learners participated in establishing and maintaining flower beds while taking an active role in protecting local indigenous trees. These activities helped promote environmental awareness, responsibility, and appreciation for the natural resources surrounding the school.

By connecting agriculture, environmental conservation, and learner participation, Honyera is helping Uswaushava Primary School build a culture of resilience. Her work shows how school-based initiatives can support both immediate needs, such as school feeding, and longer-term goals, including environmental stewardship and climate adaptation.



Leading the Change in Education



TRANSFORMING LEARNING THROUGH TECHNOLOGY, CONSERVATION, AND CHILD PROTECTION

FELLOW SANDRA CHITAKA

At **Nyahanga Primary School**, **Sandra Chitaka** is helping learners develop practical skills, strengthen their connection with the environment, and understand the importance of safety, respect, and inclusion. Through a combination of classroom-based learning and extracurricular activities, she has created opportunities for learners to explore new ideas, express themselves, and take an active role in their school community.

Sandra used the school's computer laboratory to deliver practical **Information and Communication Technology (ICT)** lessons. Learners gained hands-on experience in operating computers, typing documents, and using search engines. These lessons introduced learners to essential digital literacy skills and helped build their confidence in using technology as a tool for learning, communication, and accessing information.

Her environmental work also built on the school's previous conservation efforts. Learners helped maintain trees that had already been planted and planted seven additional trees near the classroom blocks. Beyond improving the appearance of the school grounds, these activities encouraged learners to take responsibility for their surroundings and appreciate the importance of trees in creating a healthier and more sustainable school environment.

As part of the **Not In My School** campaign, Sandra also guided learners in creating awareness posters and participating in activities focused on child protection, respect, and inclusive learning environments. These activities provided learners with a platform to reflect on their rights, understand the importance of treating others with dignity, and contribute to building a school community where every child feels safe, valued, and included.

Fellow Impact



Sandra's support extended to the **African Wildlife Conservation Fund (AWCF)** competition, where she coached the school quiz team, supported learners in conservation poetry, and guided them in creating an African wild dog model. Their hard work was recognised when **Nyahanga Primary School** secured first place in the quiz competition and received a second-prize district voucher worth US\$110.

Through digital learning, environmental action, child protection advocacy, and participation in conservation activities, Sandra is helping learners at Nyahanga Primary School build knowledge and confidence beyond the classroom. Her work demonstrates how diverse learning opportunities can equip children with the skills, values, and sense of responsibility needed to contribute positively to their school and wider community.



EMPOWERING LEARNERS THROUGH AGRICULTURAL EDUCATION

FELLOW SHARON ZVINOROVA

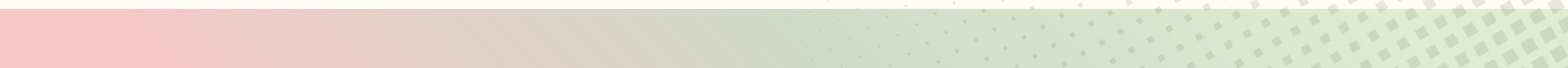
At **Gwaseche Primary School**, **Sharon Zvinorova** is helping learners connect what they learn in the classroom with practical agricultural skills that are relevant to everyday life. Through the school garden, learners have been able to observe plant growth first-hand while developing an understanding of how agricultural knowledge can contribute to food security.

Sharon led grade-level discussions on the flowering and harvesting stages of the bean plant life cycle, encouraging learners to connect their theoretical understanding with what they could observe in the school garden. By seeing the different stages of the plant's development, learners were able to better understand concepts that might otherwise remain abstract in the classroom.

The learning continued through hands-on harvesting activities. Learners prepared for and participated in harvesting mature bean pods, learning appropriate harvesting techniques designed to preserve seed quality and minimise post-harvest losses. The activity gave learners an opportunity to put their knowledge into practice while developing practical skills and an appreciation for the work involved in food production.

Beyond the school grounds, these skills have wider relevance for learners and their families. In Chiredzi South, where agriculture plays an important role in household livelihoods, practical agricultural education can equip young people with knowledge they can apply at home and share with their communities. Through this approach, Sharon is helping learners see agriculture not simply as a school subject, but as a valuable life skill with the potential to contribute to household food security and improved agricultural productivity.

Leading the Change in Education



BUILDING HEALTHY, ACTIVE, AND SUSTAINABLE SCHOOL COMMUNITIES

FELLOW DALSON CHAUKE

At **Muhlanguleni High School, Dalson Chauke** is supporting learners through a combination of sport, nutrition, and practical agricultural activities. His work is creating opportunities for learners to develop teamwork and discipline while also promoting healthier lifestyles and exposing them to practical skills that can contribute to food security and livelihoods.

Through structured volleyball training sessions, Dalson focused on building learners' foundational skills, including technique, court positioning, communication, and teamwork. The consistent training helped the girls' volleyball team strengthen their performance and ultimately qualify for the district competition. Beyond competition, the sessions provided learners with an opportunity to build confidence, discipline, collaboration, and perseverance.

Dalson also worked alongside agriculture teachers to support nutritional projects at the school. Through the cultivation of nutrient-rich crops, the initiative aimed to supplement the diets of both learners and staff while demonstrating how school-based agriculture can contribute to improved nutrition. The project also gave learners an opportunity to see the connection between agricultural production, healthy eating, and wellbeing.

His agricultural work extended to poultry production, where he supported the management of layer chickens at the school for egg production. Importantly, Dalson also began applying these practices beyond the school by keeping layer chickens at home and using the eggs to supply members of the local community.

Through sport, nutrition, and poultry production, Dalson is helping **Muhlanguleni High School** create a more holistic learning environment—one where learners can develop physically and socially while gaining practical knowledge in agriculture and sustainable livelihoods. His work demonstrates how schools can become spaces where education connects directly to health, food security, and community development.



Leading the Change in Education



BUILDING CONFIDENCE THROUGH LEARNING, SPORT, AND CAREER GUIDANCE

FELLOW TOZANA INNOCENT

At **Terry Goss High School, Tozana Innocent** is supporting learners both inside and outside the classroom, combining academic support with mentorship and career guidance. His work has focused on helping learners build confidence, develop practical skills, and see greater possibilities for their futures.

In the classroom, Tozana taught Form 3 Mathematics and Form 5 Statistics using patient and creative approaches that encouraged learners to engage with challenging concepts rather than fear them. By creating space for learners to ask questions, practise, and work through problems, he helped strengthen their confidence while developing critical thinking and problem-solving skills.

Beyond academics, Tozana has used sport as a platform for mentorship. Through football coaching, he worked with young boys to develop their technical abilities while reinforcing discipline, teamwork, commitment, and perseverance. The impact of this mentorship extended beyond the football field, with one of the students he supported going on to win first prize of US\$1,000 in the **Chaka-Chaya neEcoCash promotion**.

Tozana also contributed to the Teach For Zimbabwe career guidance programme, helping learners think more intentionally about their futures. Through career conversations and guidance, he encouraged students to explore their interests, consider different career pathways, and develop aspirations that include pursuing higher education.

Through academic instruction, sport, and career guidance, Tozana is helping learners at Terry Goss High School build the confidence and skills they need to navigate both their education and their futures. His work reflects the value of mentorship that extends beyond academic achievement to nurturing ambition, discipline, and a belief in what learners can become.

Fellow Impact



TURNING SCHOOL ENTERPRISE INTO BETTER FACILITIES AND HEALTHIER LEARNING SPACES

FELLOW TITSVALO MUHLATIRWA

At **Mkwesine High School, Titsvalo Muhlatirwa** is demonstrating how school-based enterprise and effective health coordination can contribute to a stronger learning environment. Through his role as tuckshop supervisor and health coordinator, he has supported both the school's resource mobilisation efforts and the health and sanitation of learners and staff.

As tuckshop supervisor, Titsvalo managed the school tuckshop and helped ensure that revenue generated was channelled towards practical improvements to the school. Funds from the tuckshop supported the electrification and painting of five **Heads of Department (H.O.D.)** offices, as well as the installation of a screen door. These improvements have contributed to more functional and comfortable working spaces for staff.

Looking ahead, the school plans to use future tuckshop profits to establish a market garden. This would create another opportunity for the school to generate resources while producing food and providing learners with practical exposure to agriculture and food production.

In his role as health coordinator, Titsvalo has also placed strong emphasis on sanitation and disease prevention. He established clear sanitation protocols and supervised the regular cleaning of student and staff ablution facilities, including Blair toilets. By promoting consistent hygiene practices and monitoring the cleanliness of shared facilities, he has helped strengthen the school's preparedness to prevent sanitation-related illnesses and maintain a healthier environment.

Through school enterprise, infrastructure development, sanitation, and health coordination, Titsvalo is contributing to a school environment where resources are mobilised strategically and the wellbeing of the school community remains a priority. His work highlights how effective school leadership can connect financial sustainability with practical improvements that directly benefit learners and staff.

Leading the Change in Education

BRINGING LEARNING TO LIFE THROUGH SCIENCE, CREATIVITY, AND CONSERVATION

FELLOW LULAMILE SIBANDA



At **Muteo Primary School**, **Lulamile Sibanda** is making learning more practical and engaging by creating opportunities for learners to connect classroom concepts with the world around them. Through hands-on science experiments, school beautification, and wildlife conservation activities, learners have been encouraged to explore, create, and learn by doing.

For Grade 4 Science, Lulamile used a simple but effective demonstration to teach learners about plant transpiration. By securing a clear plastic bag over the leaves of a tree on the school grounds, learners were able to observe condensation forming inside the bag. This practical experiment helped make an otherwise abstract scientific concept visible and easier to understand, while encouraging learners to ask questions and make observations from their immediate environment.

Lulamile also worked alongside learners to transform the school grounds through a creative recycling and beautification initiative. Learners planted and nurtured flowers in recycled tins and basins, giving discarded materials a new purpose while adding colour and life to the school environment. The activity combined environmental responsibility with practical learning and encouraged learners to take pride in their surroundings.

His work with the School Quiz Club also introduced learners to wildlife conservation. Together, they built a life-size model of an African wild dog, using the creative process as an opportunity to teach learners about the species and the importance of protecting endangered wildlife. The project encouraged research, teamwork, creativity, and environmental awareness.

Through these activities, Lulamile is helping learners understand that learning does not have to remain within the pages of a textbook. Whether observing condensation on a leaf, nurturing flowers in recycled containers, or building a model of an endangered species, learners at Muteo Primary School are gaining knowledge through experience while developing a deeper appreciation for science, creativity, and the natural world.

Fellow Impact



EXPANDING LEARNING THROUGH AI, ACADEMIC SUPPORT, AND SPORT

FELLOW KOKE GETRUDE

At **Chipiwa Primary School, Koke Getrude** is exploring new ways to support learners' academic development while creating opportunities for them to use technology and sport as tools for growth. Her work combines targeted classroom support, digital learning, and football development to respond to different learner needs and interests.

Koke provided targeted academic support to Grade 6B learners, focusing on identified learning gaps and providing additional assistance where learners needed it most. She also incorporated sports remediation into her support, creating opportunities for learners to develop physically while strengthening skills such as discipline, perseverance, and teamwork.

Recognising the growing role of technology in education, Koke also worked with parents to enable learners to use smartphones for educational research. She guided learners in installing and using **Artificial Intelligence (AI)** applications as learning tools, helping them explore information independently and use technology to support their studies. This introduced learners to new approaches to self-directed learning while encouraging them to think critically about how digital tools can complement their classroom education.

Beyond academics and technology, Koke invested in learners' sporting potential through football coaching. Her mentorship and training helped three learners progress through zonal-level selection competitions, giving them an opportunity to showcase their abilities and pursue further development in the sport.

Through academic support, digital literacy, AI-enabled learning, and football development, Koke is helping learners at Chipiwa Primary School discover different pathways for growth. Her work demonstrates how technology, targeted learner support, and extracurricular activities can come together to create a more inclusive and engaging learning experience.

Fellow Impact



FROM ENVIRONMENTAL EDUCATION TO THE NATIONAL BASKETBALL STAGE

FELLOW MUNASHE CHIGUMBU

At **Chionja Primary School, Munashe Chigumbu** is creating opportunities for learners to grow through both environmental education and sport. His work has encouraged learners to engage with important environmental issues while also supporting them to develop their talents, confidence, and teamwork beyond the classroom.

During the **Hakamela Environmental Camp**, Munashe facilitated interactive lessons on the carbon cycle, climate change, and waste management, introducing learners to the importance of the 3Rs — reduce, reuse, and recycle. The sessions gave learners an opportunity to explore environmental concepts in a practical and engaging way, while connecting what they were learning to everyday actions that can help protect their surroundings.

Munashe has continued this work through the school's Environmental Club, creating a platform for learners to put their environmental knowledge into practice. Through the club, learners are encouraged to take an active role in caring for their school environment and developing a greater sense of responsibility towards the natural world.

Beyond environmental education, Munashe has also invested in the sporting development of learners through basketball. He coached the boys' basketball team through cluster and regional qualifying competitions, providing structured training while strengthening skills such as teamwork, discipline, communication, and perseverance. Their efforts paid off when the team successfully progressed through the qualifiers and secured a place at the **National Competitions**.

The team's achievement is a significant milestone for the learners, giving them an opportunity to compete at a higher level and represent Chionja Primary School on a national platform. For Munashe, the journey is also about helping learners recognise their potential and understand that their abilities can take them beyond the boundaries of their immediate community.

Through environmental education and sport, Munashe is helping learners at Chionja Primary School develop both knowledge and confidence. His work demonstrates how learning can extend beyond traditional classroom subjects, giving children opportunities to understand the world around them, care for their environment, work together, and pursue their talents.

Fellow Impact





FROM HARVEST TO THE SCHOOL KITCHEN: GROWING FOOD AND ATTENDANCE

FELLOW ANGELINE TORERAI

At **Manhekwe Primary School, Angeline Torerai** is helping turn agricultural production into a practical response to one of the challenges affecting learners most directly: access to food. Following a mealie harvest, she supported the planting of SDC-funded sugar beans, which produced four buckets of beans. Rather than allowing the harvest to remain simply an agricultural achievement, the produce became the foundation for a school feeding initiative.

The beans helped kick-start the school's hot meal programme, with Sadza and beans being prepared and served to learners on a rotational basis across different grade levels. The initiative has provided learners with access to a nutritious meal during the school day while demonstrating how school-based agricultural projects can directly support learner wellbeing.

The impact has extended beyond nutrition. Since the introduction of the school meals, the school has recorded an increase in overall enrolment and a reduction in absenteeism. For learners and families facing food insecurity, the availability of a meal at school can make attending and remaining in school more possible. In this way, the harvest has become part of a broader effort to create conditions that enable learners to participate consistently in their education.

Looking ahead, Angeline and the school are already preparing for the next season. Land preparation is currently underway for dry-season watermelon production, with the intention of using the proceeds and produce to further support vulnerable learners. The continued investment in the school garden reflects a commitment to developing sustainable approaches to food security and learner support.

At Manhekwe Primary School, agriculture is becoming more than a school activity. It is helping connect food production with nutrition, attendance, and educational participation — showing how practical solutions rooted in the school community can make a meaningful difference in learners' lives.



Leading the Change in Education





CELEBRATING OUR OUTGOING FELLOWS

As we celebrate another term of growth and impact, we're also taking a moment to shine a light on the Fellows who are bringing their time with Teach For Zimbabwe to a close. Our Fifth Cohort Fellows have journeyed with us through classrooms, communities, challenges, and countless moments of learning, leaving behind contributions that will continue to shape the learners and schools they served.

In this edition, we put the spotlight on some of our outgoing Chivi Fellows, giving them space to reflect on their experiences, the lessons they have gathered, and the moments that have made their Fellowship journey meaningful. We invite you to read their profiles, celebrate their journeys, and join us in wishing them well as they take their next steps.

PRECIOUS SINYOLO

GIRLS' EDUCATION & EMPOWERMENT ADVOCATE

Precious Sinyolo is a Teach For Zimbabwe Fellow stationed at Mupinga Secondary School, with a Bachelor of Education Honours Degree. As a Kuyenda Collective Rural Youth Champion, she is committed to advancing education and community development. Through her work with CAMFED, Precious has contributed to supporting girls' access to education and creating opportunities for them to return to learning. She continues to strengthen her teaching practice through creativity and innovation while supporting her learners.



TREVOR MAKONDO

EDUCATION EQUITY & CLIMATE ACTION ADVOCATE

Trevor Makondo is a Teach For Zimbabwe 5th Cohort Fellow and holder of a Master's Degree in Education, currently teaching at Samu Secondary School. He is passionate about addressing education inequality in marginalized communities and creating opportunities for young people through education. Beyond the classroom, Trevor engages in dryland farming of red Swazi sorghum, promoting small grain cultivation as a way to address climate challenges and improve livelihoods within communities.



PHILLIP JAKARASI

CLIMATE EDUCATION & EDUCATION ADVOCATE

Phillip Jakarasi is a passionate advocate for climate education, youth empowerment, and social justice. As a Kuyenda Collective RYC Champion, he works to inspire community action through education and environmental awareness. His advocacy has extended to transnational platforms, including participation in education dialogues in Namibia and the Global Action Week for Education celebrations, where he engaged with regional stakeholders to advance equitable, quality education. He is also the founder of Mangwandi Soccer Academy, using sport and mentorship to empower young people and nurture future leaders.



NOMORE MACHEKE

STRATEGIC LEADERSHIP & EDUCATION FELLOW

Nomore Macheke is a Teach For Zimbabwe 5th Cohort Fellow with a background in Risk and Insurance, Auditing, and Product Marketing. He brings experience in collaborating across diverse teams to support organizational goals and is currently pursuing a qualification in Strategic Management. Through the Fellowship, Nomore contributes his leadership, problem-solving, and professional skills towards advancing educational impact.



NOBUKHOSI NYONI

STEM EDUCATION & INNOVATION ADVOCATE

Nobukhosi Nyoni is an innovative educator and Teach For Zimbabwe 5th Cohort Fellow with an Honours degree in Mechatronics Engineering. As a Kuyenda Collective Rural Youth Champion, she advocates for youth voices while advancing technology-driven learning in rural communities. Teaching ICT at Makhosiya Primary School, she has helped learners build confidence in technology through hands-on learning. Through her conservation work with Malilangwe Trust, she also promotes environmental stewardship among learners through tree planting and clean-up initiatives.



MUTSA NYAJEKA

QUALITY EDUCATION & DIGITAL LEARNING ADVOCATE

Mutsa Nyajeka is a Teach For Zimbabwe 5th Cohort Fellow and passionate advocate for quality, inclusive education in Zimbabwe. He teaches English, Mathematics, and ICT at Ndali Primary School, equipping learners with foundational academic knowledge and essential digital skills.

Holding a BSc in Information Technology from Chinhoyi University of Technology, Mutsa is committed to bridging technology and education while creating learning environments where every child can thrive.



NGONIDZASHE CHIHURI

EDUCATIONAL EQUITY & LEARNER EMPOWERMENT ADVOCATE

Ngonidzashe Chihuri is a dedicated educator committed to advancing educational equity and learner success. Through her Teach For Zimbabwe Fellowship experience, she has strengthened her classroom management and learner-centred teaching approaches while supporting diverse learners academically and socially. Passionate about empowering young people, Ngonidzashe contributes to creating inclusive learning environments through mentorship, girls' empowerment initiatives, and community impact. She continues to champion quality education and opportunities for every learner to thrive.



MAZVITA NTULI

GIRLS' EMPOWERMENT & LEARNER EQUALITY ADVOCATE

Mazvita Ntuli is a Teach For Zimbabwe Fellow stationed at Gezani Secondary School in Chiredzi. She holds a Bachelor's degree in Secondary Education, majoring in English and History. Passionate about learner equality and girls' empowerment, Mazvita supports learners through mentorship, sports coaching, and initiatives that provide holistic financial, emotional, and social support for girls to continue their education. Through her work, she is committed to creating inclusive learning environments where learners can thrive.



MELLODY JASI

EARLY CHILDHOOD EDUCATION ADVOCATE

Mellody Jasi is a Teach For Zimbabwe 5th Cohort Fellow with a Bachelor of Education Honours in Early Childhood Development and four years of teaching experience. Passionate about education, she brings experience in working with diverse teams to advance learning goals and contribute to meaningful educational outcomes. Through her work, Mellody continues to support the development and growth of young learners.



GUGULETHU MAHLANGU

INCLUSIVE EDUCATION ADVOCATE

Gugulethu Mahlangu is a teacher-leader dedicated to advancing educational equity in rural communities. As a Kuyenda Collective RYC Champion, she empowers learners through education while leading initiatives in climate and health awareness. She is also a passionate advocate for learners with albinism, championing their inclusion, well-being, and access to the support they need to thrive. Driven by the belief that every child deserves quality education and holistic support, Gugulethu is committed to creating lasting impact in education and community development.



EUNICE MATURURE

EDUCATION, LEADERSHIP & COMMUNITY DEVELOPMENT ADVOCATE

Eunice Maturure has a background in Politics and Public Management and is passionate about education, leadership, and community development. She is committed to promoting equitable access to quality education and creating positive change through mentorship, leadership, and advocacy. As a mentor for the Citrus Let Girls Thrive Club, Eunice supports girls through life skills development, leadership guidance, and mentorship while continuing to champion responsible citizenship and community engagement.



GABRIEL MAHUNGU

INCLUSIVE EDUCATION & CLIMATE ADVOCATE

Gabriel Mahungu is a Teach For Zimbabwe Fellow working in marginalized communities across Zimbabwe. Passionate about education as a force for equity, he is committed to improving learning experiences for learners who are often left behind. His work is driven by two priorities—inclusive education and climate education—through advocating for teaching practices that welcome every learner, regardless of their background or abilities, while helping young people build a practical understanding of climate issues affecting their communities.



ANGELA DUBE

CLIMATE & ENVIRONMENTAL EDUCATION ADVOCATE

Angela Dube is an environmentalist, educator, and climate advocate committed to transforming communities through education, environmental stewardship, and strategic partnerships. As a Rural Youth Champion, she works to empower communities through climate action and environmental education. She holds a Bachelor's Degree in Environmental Science and a Master of Science in Climate Change and Sustainable Development. Through her work as a Teach For Zimbabwe Fellow, Angela has established environmental clubs in schools, led tree planting and recycling initiatives, and supported learners to become environmental leaders while promoting greener and more resilient communities.



FANUEL MUNYORO

STEM INNOVATION & ROBOTICS CHAMPION

Fanuel Munyoro is a Mechatronics graduate, Senior Laboratory Technician, Librarian, and Teach For Zimbabwe Leadership Fellow (5th Cohort). Passionate about STEM education and innovation, he leads one of Chiredzi's top robotics teams while supporting learners through practical, technology-driven learning. Beyond the classroom, Fanuel also serves as a handball coach, demonstrating his commitment to developing young people through both education and sport.



ALICE MOFFAT

HOLISTIC LEARNER DEVELOPMENT CHAMPION

Alice Moffat is an educator passionate about creating opportunities for children to learn, grow and thrive. Her work extends beyond the classroom, from leading a school garden that produced a 50 kg bean harvest and contributed to daily hot meals for learners, to coaching volleyball, with learners progressing to national-level selection. She has also celebrated her learners' academic success, including one securing a Form 1 scholarship for 2027. Through education, nutrition and sport, Alice is helping create a more supportive environment where every learner can reach their potential.



BENEDICT BVUNYENGE

EDUCATION ADVOCATE

Benedict Bvunyenge is an educator and youth advocate dedicated to advancing inclusive, equitable, and quality education. As a Kuyenda Collective RYC Champion in Chiredzi District, he champions youth participation in education policy, advocacy, and community development. His leadership has been recognized on regional platforms, including the International Quality Education Conference in Tanzania, where he contributed to dialogue on strengthening education systems across Africa. Beyond the classroom, Benedict collaborates with Malilangwe Trust to promote conservation education, sport, and inclusive opportunities that empower every learner, especially girls and other marginalized children.



BEATRICE MABASA

EDUCATOR, YOUTH LEADER & CHAMPION FOR RURAL COMMUNITIES

Beatrice Mabasa is a Teach For Zimbabwe Fellow and educator at Chibwedziva High School, passionate about expanding educational opportunities and nurturing student leadership in rural Zimbabwe. As a Kuyenda Rural Youth Champion in Chiredzi District, she advocates for youth empowerment, skills development, civic engagement, and sustainable community solutions. She is committed to unlocking the potential of young people and strengthening grassroots leadership.



ONE CHAUKE

LEARNER VOICE CHAMPION

One Chauke is an English educator and teacher-leader passionate about building confidence and amplifying learner voice in rural communities. Through debate, storytelling, spoken word, and learner-centred teaching, One has helped improve English outcomes while creating spaces for learners to express themselves with confidence. During the fellowship, the O-Level English pass rate at Chibwedziva High School rose from 45% to 68%, while previously silent learners have taken on leadership roles in debates and school assemblies. One is committed to making language a bridge to opportunity, leadership, and self-expression.





NEWSLETTER CHIVI DISTRICT

TERM 2: SEPTEMBER 2026



INTRODUCTION FROM THE COACH

We're delighted to share our Second Term Newsletter with you — a collection of stories and moments that capture a term full of activity, creativity, and impact across our partner schools and communities.

While the second term unfolded during the winter months, we're bringing these stories to you with the warmth of the spring sunshine. From classrooms to communities, our Fellows continued to show up with dedication, innovation, and purpose, finding creative ways to respond to challenges and create opportunities for their learners to thrive.

We invite you to journey through this edition, celebrate the achievements of our Fellows, and discover the moments that made the second term special. We hope these stories inspire you to see what is possible when educators lead with empathy, creativity, and determination.

***COACH OBEY
CHIPUNGUDZANYE***



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CREATING OPPORTUNITIES FOR LEARNERS TO LEARN, LEAD AND THRIVE BWANYA SECONDARY SCHOOL

FELLOW: APITIMISS ASIMA



At **Bwanya Secondary School** in **Chivi District**, learning is increasingly extending beyond textbooks and the classroom walls. Through practical activities in agriculture, environmental conservation, entrepreneurship and learner empowerment, **Teach For Zimbabwe** Fellow **Apitimiss Asima** is creating opportunities for learners to develop skills they can apply in their everyday lives and communities.

As the facilitator of the **Let Girls Thrive (LGT) Club**, Apitimiss has supported learners to take an active role in caring for their school environment. On the first Friday of every month, LGT members participate in clean-up campaigns, collecting litter around the school grounds and promoting a culture of cleanliness and environmental responsibility. The activities have also extended to school beautification, with learners involved in maintaining gardens and flowers. For Apitimiss, environmental responsibility is not something learners should only hear about in lessons. By participating alongside them, she encourages learners to see themselves as responsible for the spaces they occupy and to understand how small actions can contribute to healthier and more sustainable communities.

The LGT Club has also become a space for learners to develop practical and entrepreneurial skills. Through a table-mat and door-mat production project, learners have learned how to transform locally available materials into products that can be sold within their communities. The project has introduced them to basic business skills, including pricing, marketing, customer relations and record keeping, while also encouraging creativity, teamwork and problem-solving.

The impact has extended beyond the school. Some learners have begun producing mats from home and selling them within their communities, giving them an opportunity to earn small incomes while putting their newly acquired skills into practice. What began as a school activity has therefore become an example of how practical education can equip young people with skills that have value beyond the classroom.

Learner empowerment has also been an important part of Apitimiss's work. On 19 June 2026, she coordinated a Youth Empowerment Programme at Bwanya Secondary School that brought together 70 learners, six teachers and representatives from youth and women's organisations. The programme created a safe space for learners to discuss issues that can significantly affect their education and future, including early child marriage, teenage pregnancy, and drug and substance abuse.

Fellow Impact



The LGT Club members played an active role in the programme, using poetry and drama to communicate these messages to their peers. By combining creative expression with open discussion, the programme encouraged learners to ask questions, reflect on their choices and consider how the decisions they make today can influence their futures. It also strengthened collaboration between the school and community organisations working to support young people's wellbeing.

Agriculture provides another practical learning space at Bwanya Secondary School. During an agricultural practical session, learners prepared nursery beds and planted onions, carrots and butternut. From clearing the land and preparing seedbeds to learning about planting depth, spacing and watering, learners were able to put agricultural knowledge into practice.

The school garden serves not only as a source of practical agricultural experience but also as a learning laboratory where learners can develop teamwork, discipline, problem-solving and confidence. The produce has the potential to contribute to nutrition within the school and households, while the knowledge and skills gained can support greater self-reliance and food security in the community.

Together, these activities reflect a broader approach to education at Bwanya Secondary School: one that recognises that learning does not end when a lesson does. Learners are being given opportunities to grow food, create products, earn income, care for their environment, express themselves creatively and engage with issues that affect their lives.

Through her work with learners, Apitimiss is helping create an environment where young people are not only prepared to pass examinations, but are also encouraged to become confident, responsible and resourceful members of their communities. Her work demonstrates the value of connecting education to the realities around learners and giving them opportunities to learn through action.

At Bwanya Secondary School, a clean-up campaign, a school garden, a handmade mat or a poem can become more than just an activity. Each provides an opportunity for a learner to develop a skill, discover a possibility and begin to imagine what they can contribute to their community and their own future.



Developing Diverse
Future Leaders
In the 21st Century



GROWING MORE THAN VEGETABLES: LEARNING BEYOND THE CLASSROOM AT RUBWERUCHENA PRIMARY

FELLOW CHADYA FAITH

Sometimes, the most meaningful learning begins with something as simple as putting your hands in the soil.

This term, I worked with my Grade Two learners to establish and care for a vegetable garden at **Rubweruchena Primary School**. What began as a practical activity quickly became much more than a garden. It became an outdoor classroom where my learners could explore ideas, work together, and learn through doing.

From preparing the land to planting, watering and weeding, the learners were involved in each stage of the process. They learned that growing vegetables requires patience and consistency, but they also discovered the importance of working together.

As they cared for the garden, I saw them developing communication, cooperation, responsibility and problem-solving skills in ways that extended beyond what we could achieve within the classroom.

For young learners, these experiences are particularly important. They are not simply learning about plants; they are learning how to care for something and watching their effort produce results. They are learning that growth takes time, that responsibilities need to be followed through, and that everyone has a role to play.

Fellow Impact



The garden has also connected learning to the wellbeing of our school community. The vegetables we harvest contribute to the school feeding programme and encourage learners to think about the importance of healthy eating. In this way, something planted by a group of young learners becomes part of something much bigger – supporting their nutrition while reinforcing the lessons they have gained through the process.

Working with the Grade Two learners has reminded me that education does not have to be confined to four classroom walls. Sometimes, a garden can be a classroom too. A seed, a watering can and a patch of soil can become tools for teaching responsibility, perseverance, teamwork and care for the environment.

For me, that is what makes this initiative meaningful. We are growing vegetables, but we are also growing young people who are learning to take responsibility for the world around them.



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

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BUILDING A CULTURE OF READING THROUGH THE THRASS BOARD

FELLOW BOPE CHARLENE

At **Chomuruvati Primary School, Teach For Zimbabwe Fellow Bope Charlene** noticed that many learners in **ECD** and the infant grades were struggling with phonics, letter-sound recognition and early reading. The school also lacked a permanent literacy resource that teachers and learners could use consistently to support reading instruction.

Rather than accepting this as a limitation, Charlene took the initiative to advocate for the installation of a THRASS board at the school. Working with school leadership and other stakeholders, she helped mobilise support, coordinate the process and ensure that the board was installed in a central location where learners could easily access it.

Since its installation, the **THRASS** board has become an important literacy resource at the school. Teachers use it during phonics and reading lessons, while learners also gather around it before school, during break times and after lessons to practise letter sounds, blend words and strengthen their reading skills.

The resource has made literacy learning more interactive and engaging, encouraging greater participation and helping learners build confidence as they practise their reading skills. Importantly, its impact extends beyond Charlene's own learners. Because the board is accessible to the wider school community, it benefits learners across different grades and can continue supporting future cohorts long after the initial intervention.

For Charlene, the experience has reinforced her belief that educational leadership is about more than identifying challenges. It is about taking initiative, working with others and creating solutions that can continue to serve learners over time.

At Chomuruvati Primary School, the THRASS board is doing more than displaying letters and sounds. It is helping create a culture where reading is practised, shared and enjoyed, giving learners greater confidence to engage with the written word.



Leading the Change in Education



FROM THE SCIENCE CLASSROOM TO A SCHOOL-WIDE SOLUTION

FELLOW NYARADZO CHIPUMHO

What happens when learners are given the opportunity to take what they learn in Science and use it to solve a problem they encounter every day?

That question inspired me to establish a detergent-making project at **Chibi High School**. As a Science teacher and Teach For Zimbabwe Fellow, I wanted my learners to experience science as something practical – something they could use to understand their surroundings, create solutions and potentially generate opportunities for themselves.

The project was introduced through a club, with learners, particularly those in Form One, taking part in the production process. We began by planning what we needed and learning how to work carefully with the different ingredients. Learners measured inputs, followed safety procedures, mixed the materials and observed the results. It was a hands-on experience that allowed concepts from the classroom to become tangible.

The first sample worked, and that small success gave the learners confidence. It also caught the attention of the school leadership. Our headmaster supported the initiative by purchasing ingredients, allowing us to continue producing the detergent and develop the project beyond its initial trial.

What started as a learner project has now become a solution that benefits the entire school. The detergent is being used across the school, with the kitchen particularly benefiting from the locally produced product. Seeing something created by learners become part of everyday school life has been one of the most rewarding aspects of the initiative.

Fellow Impact



For me, however, the value of the project goes beyond the detergent itself. The learners are developing skills in teamwork, responsibility, production and quality control. They are beginning to understand how raw materials can be transformed into useful products, how much goes into producing something that people are willing to use, and how practical skills can potentially become sources of income in the future.

The project also reflects the possibilities of the Zimbabwean Heritage-Based Curriculum. Learning becomes more meaningful when learners can connect it to real needs within their communities and see that the knowledge they gain in school can help them create solutions.

What began as an experiment in the Science classroom has therefore grown into something much bigger. It has given learners the opportunity to learn by doing, created a practical resource for the school, and shown us that sometimes the most powerful lessons are the ones that move beyond the classroom and into everyday life.



Leading the Change in Education



PROTECT CHILDREN
AND END CHILD
MARRIAGE



A STORY OF IMPACT: MY SECOND TERM AT SHINDI SECONDARY SCHOOL

FELLOW: ISHI MADZIWA

Second Term 2026 was a term that reminded me why I chose this fellowship. Between the classroom, the community, and the volleyball court, my work as a Teach For Zimbabwe Fellow rarely stayed in one lane. Instead, three different experiences came together to tell me something I have come to understand more deeply throughout this journey: impact is not always measured in trophies or certificates, but in the growth we help set in motion in other people.

One of the quieter but most meaningful parts of my second term was mentoring the incoming **Ward 26 Junior Councillor**. Stepping into a leadership role can be daunting for any young person, especially in a rural ward where community expectations are high and support structures can be limited. I made it a point to sit with the incoming councillor, walk through what the role would demand, and share honestly about the balance between representing young people's voices and working within the structures of local governance.

This was not about handing over answers. It was about building confidence and helping a young leader recognise that they already had the judgement and community trust needed to serve well, and that leadership is a skill that becomes stronger through practice and honest feedback. Watching that shift, from uncertainty to a more grounded sense of purpose, was its own quiet victory this term.

Then there was the volleyball court, where I experienced one of my proudest moments as a coach. The boys' volleyball team I coach at Shindi Secondary School won their zonal competition – a result that reflected months of early mornings, repetition, discipline, and the belief that a rural school team could compete and win.

The victory earned the team a place at the district competitions in Chivi, where they stood alongside schools with more resources and more established sporting programmes. We did not come away with the district title, but I keep returning to the same conclusion: it was still a win.

Fellow Impact



Taken together, these experiences reminded me that impact can take many forms. It can look like a young councillor finding her footing. It can look like a team of boys discovering that they belong on a district-level court. It can also look like the everyday decision to keep showing up for young people, both inside and outside the classroom.

None of it fits neatly into a single metric, but all of it is part of the work of building capable and confident young people, which is, after all, the whole point.

As my fellowship draws closer to its end, I find myself looking forward to my last term — one final chapter to keep building on everything this journey has taught me.





GROWING SKILLS, BUILDING CHAMPIONS

**FELLOW: JOSHUA
CHIMEDZA**



When I joined the school as a Teach For Zimbabwe Fellow, I wanted to help learners see Agriculture differently. I did not want it to remain just another subject on the timetable. I wanted it to become a space where learners could develop practical skills, explore entrepreneurship, and begin to understand the possibilities that agriculture can create for their own futures.

One of the ways I have worked towards this has been through strengthening the school garden. By introducing better crop management and modern farming practices, I have helped turn the garden into a productive learning centre where learners can move beyond theory and gain hands-on agricultural experience.

The biggest change, however, has been in the learners themselves. I have watched their attitudes towards Agriculture shift as they have become more engaged in practical lessons and begun to recognise the value of what they are learning beyond the classroom. Agriculture is no longer simply a school subject; they are beginning to see it as a source of lifelong skills, career opportunities and a pathway towards contributing to food security.

Perhaps most encouragingly, many learners are now beginning to see farming as a business. They understand that agriculture can generate income, create employment and improve livelihoods. Some have taken the skills they have learned at school and started home gardens, applying their knowledge to support their families and communities.

For me, that is what makes the school garden meaningful. It is producing more than healthy crops. It is helping grow confident, skilled and entrepreneurial young people who can imagine themselves playing a role in the future of agriculture and food security.

My work with learners has also extended beyond the garden and into sport. Taking an active role in the school's volleyball programme has given me another opportunity to develop discipline, teamwork, confidence and commitment among learners.

Through regular training, structured drills and mentorship, we worked on both technical ability and the values that come with being part of a team. The progress of the boys' volleyball team was particularly encouraging, as they qualified for the district competition — a significant milestone for the school and a reflection of the dedication the learners had shown throughout the training period.

Fellow Impact



Competing at district level gave the team an opportunity to test themselves against more established schools and gain valuable experience at a higher level of competition. They went on to perform exceptionally well, finishing as District Runners-Up.

The achievement brought pride and recognition to the school, but its impact went beyond the final result. I saw learners becoming more confident, physically active and goal-oriented. The success of the boys' team also encouraged more learners to take sport seriously, while reinforcing the importance of punctuality, discipline, teamwork, respect for rules and perseverance.

Looking back on the term, I am struck by how similar the lessons from the garden and the volleyball court really are. Both have taught learners that growth requires commitment, practice and a willingness to believe that more is possible. Whether they are planting a crop or stepping onto a volleyball court, they are learning skills that can shape how they approach challenges far beyond school.

The garden has shown them that agriculture can be an opportunity. The volleyball team has shown them that our school can compete at higher levels. Together, these experiences have strengthened my belief that when learners are given guidance, practical opportunities and the space to believe in themselves, they can achieve far more than they initially imagine.

For me, that is the real story of impact this term: growing skills, building confidence, and helping young people see possibility in the opportunities already around them.



Fellow Impact





WHEN A COMMUNITY COMES TOGETHER, A SCHOOL MOVES FORWARD

FELLOW TESSA DUBE

A school can have big dreams, but turning those dreams into reality often takes an entire community.

For us at **Zororai Secondary School**, Second Term 2026 has been a season of progress, partnership and pride. What makes this progress particularly meaningful is that it has been driven not only by the school, but by learners, teachers, parents, community members and local leadership coming together around a shared belief in what our school can become.

Following an improved O'Level pass rate in the previous year, the **Honourable Member of Parliament for Chivhi District** recognised the efforts of our learners, teachers and community. That recognition translated into two important commitments: a Starlink kit to improve internet connectivity and support digital learning, and a borehole to address the school's long-standing water challenges. We are proud to say that both pledges have now been fulfilled.

The new borehole has already begun changing everyday life at Zororai. Reliable water is supporting sanitation and hygiene, making it easier to maintain toilet facilities for learners and staff. It is also opening up possibilities for agriculture, providing water for school gardens and agricultural practicals, while supporting essential daily activities such as cooking and cleaning.

The project went beyond the borehole itself. Solar power, water pipes and perimeter fencing were also installed, helping ensure that the new infrastructure is sustainable and secure. What was once a persistent challenge for the school is becoming an opportunity to create healthier and more productive learning conditions.

Perhaps the most powerful part of the story, however, has been watching the community take ownership of the transformation.

Parents came out in numbers to help with the installation of solar panels, fencing and water pipes. The women of the community also played their part, preparing and serving meals for the teams working on the project. It was a simple but powerful expression of ubuntu – a reminder that when people come together, everyone has a role to play in building something that benefits the whole community.

The new resources are also creating possibilities that extend beyond the immediate challenges they were designed to address. With Starlink connectivity, our learners and teachers will have greater access to digital learning resources. With reliable water, the school can strengthen its agricultural and nutrition projects while improving sanitation, hygiene and the overall school environment.

For us, these developments represent more than new infrastructure. They are evidence of what can happen when achievement is recognised, communities are engaged, and people are willing to invest in the future of young people.

Leading the Change in Education



As we look ahead, we are excited about what these new resources can make possible for Zororai Secondary School. The work is not finished, but we now have stronger foundations to build on – and, most importantly, a community that has shown what is possible when we work together.



Fellow Impact



YOUNG LEADERS, STRONGER FOUNDATIONS: CHEBVUMBI SECONDARY SCHOOL'S TERM OF PROGRESS

FELLOW DAVID TUNGAMIRAI SHANDU

Leadership does not always wait for age, and this term, **Chebvumbi Secondary School** saw a remarkable demonstration of that.

Two Form One learners stepped into important leadership roles, with the school producing both a **Junior Member of Parliament** and a **Junior Councillor**. For a school community committed to developing confident and capable young people, the achievement represents much more than two learners receiving new titles. It is a reminder that young people can take on responsibility, represent their peers and contribute meaningfully to their communities when they are given the opportunity and support to do so.

The two learners were selected to represent Chivi South as Junior Member of Parliament Honest Venge and **Chivi Ward 31** as Junior Councillor Shylet Mapanga. Their achievement was supported by the guidance and mentorship of **Mr. Mukumbi, Mr. Mandidewa** and **Mr. T. D. Shandu**, who worked with the learners throughout the selection process.

Their success has added another dimension to the school's efforts to develop learners beyond academic achievement. It demonstrates the importance of creating spaces where young people can practise leadership, build confidence and understand their ability to influence the communities around them.

This spirit of growth has also been evident in the school's academic journey. Throughout the term, teachers and learners continued to work towards improving academic performance, with learners demonstrating commitment and determination in their studies. The dedication of the teaching staff and the positive attitude of learners have provided an important foundation for the school's continued pursuit of academic excellence.



Leading the Change in Education



Beyond the classroom, Chebvumbi has also made significant progress in improving its learning environment. Construction of a 1 x 2 classroom block is now almost complete, with only flooring and plastering remaining. The project is an important investment in the school's infrastructure and has been made possible through the leadership of School Head Mrs. Mashavakure, together with the contributions of parents, the School Development Committee and the wider Chebvumbi community. The progress is particularly meaningful because it reflects what can happen when a school and its community work towards a shared goal. Parents and community members have played an important role in supporting the development, helping bring the school closer to having additional space for learners.

There have also been moments of achievement on the football field. The boys' soccer team put up a strong performance during the term, reaching the semi-finals of their competition. Although they narrowly lost the semi-final 1-0, their journey demonstrated teamwork, determination and resilience. The team was supported and coached by Mr. Mandidewa and Mr. T. D. Shandu, whose guidance helped the players navigate the competition.

However, progress has not meant that every challenge has been resolved. Heavy rains severely damaged the school's toilet facilities, leaving the reconstruction of new toilets as one of Chebvumbi's most urgent needs. The school continues to appeal to stakeholders and well-wishers for support to address this critical sanitation challenge and ensure that learners and staff have access to a safe and hygienic environment.

Financial constraints also prevented the Under-20 soccer team from participating in competitions this term. While this was a disappointment, the school remains hopeful that greater support and resources will create more opportunities for learners to participate in sport and other co-curricular activities in the future.

As Chebvumbi Secondary School looks towards the next term, its priorities are clear: strengthen academic performance, complete the new classroom block, address sanitation needs and expand opportunities for learners to participate, lead and discover their potential.

From two young Form One learners stepping into leadership to a community coming together to build new classrooms, the term has shown that progress can take many forms. There is still work to be done, but there is also a growing sense of what the school and its community can achieve together.

Together we learn. Together we excel.





GROWING TOGETHER: PARTNERSHIPS THAT BEAR FRUIT

FELLOW TINOTENDA MUKUMBI

A school orchard may begin with a few young trees, but keeping those trees alive requires many hands. At **Chebvumbi Secondary School, Tinotenda Mukumbi's** fellowship journey has been shaped by that same principle: meaningful change is rarely built alone.

In April, Tinotenda joined colleagues to launch a school orchard project, creating an opportunity for learners to develop practical agricultural skills while contributing to the school's long-term sustainability. When the holiday period brought a quieter season for school activities, the project could easily have lost momentum. Instead, agriculture students stepped in to water and monitor the young plants, taking responsibility for something they had helped create.

By July, the orchard had reached another important milestone, with teachers and learners working together to complete the mulching. What began as a small agricultural initiative was gradually becoming a living classroom — one where learners could experience lessons about sustainability, patience and responsibility in a very practical way.

The spirit of collaboration extended beyond the orchard. Working alongside other staff members helped ensure the smooth printing and invigilation of examinations, while community-based activities such as Scripture Union continued to benefit from shared leadership and support.

For Tinotenda, these experiences demonstrate that partnership is not simply an added element of school development; it is part of what makes sustainable change possible. The orchard offers a fitting metaphor. Trees need water, sunlight and consistent care from many hands to grow, and learners are much the same. They flourish when teachers, peers, families and communities create an environment in which they are supported to learn and develop.

The orchard is therefore producing more than trees. It is cultivating a culture of shared responsibility — reminding the school community that when people contribute their time, skills and energy towards a common vision, small efforts can grow into something much bigger.

At Chebvumbi, the work continues to take root.



Leading the Change in Education





FROM FELLOWSHIP LEARNING TO CLIMATE ACTION IN SCHOOLS

FFELLOW DESLINE ZIRIMA

I used to think of climate change education primarily as something learners needed to understand. Through my Teach For Zimbabwe Fellowship, I have come to see it differently: climate education is also about helping young people recognise the problems around them and giving them the confidence and skills to do something about them.

One of the most transformative parts of my fellowship journey was the Teach For Zimbabwe Pre-Institute training, particularly the integration of Climate Change Education. It deepened my understanding of the environmental challenges affecting our communities and helped me recognise the important role schools can play in building more sustainable and resilient communities.

With the mentorship of my coach, **Mr Chipungudzanye**, I began integrating climate education into everyday teaching and school activities. I wanted learners to understand that environmental issues are not distant problems. They affect the places where we live, learn and move every day.

One challenge was impossible to ignore. Increasing soil erosion had created large gullies around the school, particularly during the rainy season when runoff washed away sections of land. Some of these gullies were developing along pathways used by learners and community members, creating both environmental and safety concerns.

I knew that addressing the problem would require more than simply talking about soil erosion in a classroom. I therefore mobilised teachers, learners and school leaders to discuss what was happening, why it was happening, and what we could realistically do with the resources available to us.

Fellow Impact



The response was encouraging. Teachers embraced the initiative and became champions of environmental stewardship, while learners participated enthusiastically and began taking greater ownership of their surroundings. Together, we organised a school-based climate action day during which teachers and learners collected stones and used them to fill and stabilise the gullies around the school.

For me, this was the moment when climate education moved from theory to action.

The learners were not simply hearing about environmental degradation; they were actively responding to it. As they worked together, they developed problem-solving, critical thinking, teamwork and leadership skills while contributing to the restoration of their own school environment. The impact did not end when the activity was over. Teachers became more confident in integrating climate change concepts into different learning areas, while learners began identifying other environmental challenges and suggesting possible solutions. Conversations about sustainable environmental practices became increasingly common within the school community.

Tree planting became another part of our environmental response. Although water shortages have made it difficult to maintain all the trees we planted, and some have unfortunately died, others — particularly more water-resistant varieties — are growing well. Even this challenge has taught us an important lesson: climate action has to take local realities into account, and sustainability requires us to think carefully about the solutions we choose.

Looking back, I can see how much the climate education component of the fellowship has influenced my approach as an educator. The knowledge and skills I gained through the Pre-Institute training did not remain in my notes. They translated into action — action that brought teachers and learners together and gave them an opportunity to take responsibility for the environment around them.

This experience has shown me the power of equipping educators with both climate literacy and practical leadership skills. When teachers are empowered to move beyond awareness and towards action, they can help entire school communities become catalysts for environmental change.

As we continue to face the realities of a changing climate, I believe schools have an important role to play in preparing young people not only to understand these challenges, but to respond to them. For me, the gullies we filled and the trees we planted are more than environmental projects. They are evidence that when knowledge is combined with collective action, even small steps can begin to create meaningful change.





FROM SILENCE TO LEADERSHIP: HOW LET GIRLS THRIVE IS CREATING SPACE FOR GIRLS TO LEAD

FELLOW PAIDAMOYO GRACIOUS SVUURE

A girl who once struggled to speak in front of people is now standing up to lead. Another is thinking about how to build her own income. Others are beginning to speak openly about menstrual health and support girls in their own families.

These are some of the changes emerging through the Let Girls Thrive (LGT) programme at **Muzogwi Secondary School**, where girls are being given opportunities to develop their voices, build confidence and imagine futures shaped by their own choices.

The programme is built around a simple belief: girls deserve the opportunity to lead, learn and thrive. Over the course of the year, that belief has been translated into leadership development, life skills education, menstrual health advocacy, mentorship and entrepreneurship. More importantly, the programme has created a safe space where girls can participate, ask questions, challenge ideas and begin to see themselves differently.

Leadership has been one of the programme's central pillars. Through structured club elections and regular meetings, girls have opportunities to campaign, vote, take on responsibilities and practise democratic participation. They develop skills in public speaking, decision-making, conflict resolution, accountability and peer mentorship.

For one LGT member, this space became the beginning of a remarkable transformation. Previously known for being shy and reluctant to speak in public, she gradually became more confident through her participation in the club. That confidence eventually led her to contest for the position of Ward Councillor during the school's leadership elections.

Reflecting on her journey, she said: *"Ini ndaitonyara kutaura pamberi pevanhu asi Madam Svuuire vakatidzidzisa about confidence kuburikidza ne Let Girls Thrive."* — "I used to be too shy to speak in front of people, but Madam Svuuire taught us about confidence through Let Girls Thrive."

Her experience has had a ripple effect. Other girls who may once have viewed themselves as too quiet or ordinary to lead are seeing that leadership is something they too can pursue. That growing confidence is also being matched by a stronger sense of independence. Through financial literacy and entrepreneurship sessions, girls have begun exploring ways of generating income and taking greater ownership of their economic futures. Club members developed plans to begin selling affordable snacks such as sweets, biscuits and *Zapnaks* within the school, with the longer-term goal of using the profits to invest in a broiler poultry project.

Fellow Impact





For the girls involved, the ambition is not simply to make money. It is about having something of their own and understanding that they can create opportunities for themselves.

As one club member put it: *“Tinofana kuwana zvatotengesa se LGT members to be economically independent, towana tumari twedu se girls.”* – “We need to find things to sell as LGT members so we can be economically independent – to get our own money as girls.”

The programme has also taken on one of the issues that continues to affect girls’ participation in education: menstrual health.

Through a **Ward 18** Field Day held in partnership with the **Zimbabwe National Family Planning Council**, girls, parents, teachers and health workers were brought together to have open conversations about menstrual health and hygiene. The initiative provided girls with accurate information, practical guidance on managing menstruation, and connections to health services, while also creating space for men and boys to become allies in challenging menstrual stigma. The impact of that conversation has extended beyond the school gates. One girl returned home and shared what she had learned with her younger sister, who had previously been staying home from school during her period because of embarrassment. After receiving support and information, her sister stopped missing school.

It is a small story, but it captures something significant about the programme: knowledge gained by one girl can reach another, and eventually an entire family or community.

The arrival of sewing machines, fabric and other equipment is now opening another chapter for the club. Girls will begin learning sewing and tailoring skills, with plans to produce reusable sanitary pads and garments for sale. The initiative brings together several of the programme’s priorities at once – vocational skills, menstrual health, entrepreneurship and economic empowerment.

The journey is not without its challenges, but the programme is increasingly demonstrating what becomes possible when girls are given consistent support and the opportunity to take ownership of their development.

For Paidamoyo Gracious Svuuire and the teachers supporting the programme, mentorship remains central to that work. Teachers provide guidance, counselling and a trusted support system, while also helping identify girls who may be at risk of dropping out.

The transformation taking place at Muzogwi is therefore not only about individual achievements. It is about changing what girls believe they are capable of doing. A girl who finds her voice can become a leader. A girl who learns about financial literacy can begin to imagine herself as an entrepreneur. A girl who gains knowledge about menstrual health can help another girl stay in school.

That is the power of creating space for girls to thrive.

And as the programme moves into its next phase – with sewing training, income-generating projects, peer education and deeper community engagement – the hope is that these girls will not only benefit from the opportunities created for them, but become the ones creating opportunities for others.



CELEBRATING OUR OUTGOING FELLOWS

As we celebrate another term of growth and impact, we're also taking a moment to shine a light on the Fellows who are bringing their time with Teach For Zimbabwe to a close. Our Fifth Cohort Fellows have journeyed with us through classrooms, communities, challenges, and countless moments of learning, leaving behind contributions that will continue to shape the learners and schools they served.

In this edition, we put the spotlight on some of our outgoing Chivi Fellows, giving them space to reflect on their experiences, the lessons they have gathered, and the moments that have made their Fellowship journey meaningful. We invite you to read their profiles, celebrate their journeys, and join us in wishing them well as they take their next steps.

Fellow Impact

TAPIWANASHE MUSONI

RURAL EDUCATION & ENTREPRENEURSHIP LEADER

Tapiwanashe Musoni is an educator, community leader, and entrepreneur passionate about developing young people into creative, critical, and innovative leaders. With a background in History and International Studies, he uses education, entrepreneurship, agriculture, and sport to create opportunities for learners and strengthen his community. Through school farming projects, he has helped learners develop practical business skills while supporting initiatives that improve school attendance and learner wellbeing. As part of the Teach For Zimbabwe Fellowship, Tapiwanashe continues to champion education as a pathway to leadership and community development.



TINODAISHE MUKUMBI

EMERGING INNOVATOR

Tinodaishe Mukumbi is a Mechatronics Engineering graduate passionate about discovering untapped potential and turning overlooked opportunities into meaningful solutions. His interests span engineering, agriculture, education, and community development, reflecting his belief in finding value and possibility in simple ideas. Through the Teach For Zimbabwe Leadership Fellowship, he is developing his leadership skills while contributing to teaching and community-based initiatives that create impact for individuals, families, and communities.



KUDZISAI MUBHOYI

SKILLS DEVELOPMENT & LEARNER EMPOWERMENT ADVOCATE

Kudzisai Mubhoyi is an educator passionate about skills development and empowering learners with practical knowledge for the future. She holds a Bachelor of Education Honours Degree in Secondary Education, specialising in Clothing and Textiles and Business Studies.

She is committed to creating meaningful learning experiences that nurture confidence, creativity, and potential. As part of the Teach For Zimbabwe Fellowship, she teaches Textile Technology and Design, using education as a tool to inspire and transform young lives.



REMMINGTON MASHOKO

STEM & ENTREPRENEURSHIP ADVOCATE

Remmington Mashoko is a STEM enthusiast, entrepreneur, and community advocate passionate about using education and innovation to create opportunities for young people. He holds a BSc Honours in Actuarial Science from the University of Zimbabwe and brings strong analytical and problem-solving skills to his work. Beyond teaching, he is involved in printing, EcoCash services, and communal gardening initiatives, promoting self-reliance and local economic empowerment. As part of the Teach For Zimbabwe Fellowship, he teaches Mathematics, Physics, and Combined Science, inspiring learners to explore STEM and connect learning to real-world challenges.



ISHI MADZIWA

**BUILDING CRITICAL THINKERS AND EMPOWERING
GIRLS TO THRIVE.**

Ishi Madziwa is an educator passionate about developing critical thinking, civic awareness, and young people's potential. At Shindi Secondary School, she teaches History and Heritage Studies, helping learners engage with their history and understand their role in society. Beyond the classroom, she volunteers with Zimbabwe She STEM, supporting mentorship and administration programmes that encourage adolescent girls in rural communities to stay in school and pursue their aspirations. Ishi also brings an entrepreneurial spirit to her community through involvement in savings groups, agricultural farming, and retail, combining education, girls' empowerment, and economic participation in her commitment to community development.



TESSA ANASHE DUBE

CREATIVE EDUCATION CHAMPION

Tessa Anashe Dube is a Film and Theatre Arts graduate and educator passionate about using creativity and education to unlock young people's potential. Through her work in rural education, she has nurtured students' confidence and talent, helping Zororai Secondary School achieve first-place finishes at zonal and district drama competitions.

She is committed to creating opportunities for learners to recognise their potential, challenge limitations, and pursue excellence regardless of their circumstances. As part of the Teach For Zimbabwe Fellowship, she continues to use education and the arts to inspire meaningful change in her community.



CHIKANYAU NYASHA

EMPOWERING LEARNERS BEYOND THE CLASSROOM.

Chikanyau Nyasha is a dedicated educator passionate about learner-centred teaching, mentorship, leadership development, and creating opportunities for young people to thrive. At Chamanhanzva High School, she has made a particular impact through girls' sport, coaching the school's girls' soccer team to the provincial quarter-finals while fostering discipline, teamwork, resilience, and confidence among the players. She also collaborates with fellow teachers in managing the school tuck shop, supporting an initiative that promotes teamwork, entrepreneurship, and sustainable income generation. Through her work, Chikanyau is helping create a school environment where learners can grow academically, socially, and personally.



NYARADZO CHIPUMHO

PRACTICAL SCIENCE EDUCATOR

Nyaradzo Chipumho is a science educator passionate about making learning practical, meaningful, and relevant to community needs. Through the Zimbabwean Heritage-Based Curriculum, she encourages learners to apply science beyond the classroom. At Chibi High School, she established a learner-led detergent-making project that transformed classroom knowledge into a practical school resource, with the detergent now being used across the school. Her work demonstrates how hands-on learning can build confidence, creativity, and problem-solving skills while addressing everyday community needs.





NEWSLETTER BINGA DISTRICT

TERM 2: SEPTEMBER 2026

INTRODUCTION FROM THE COACH



It is a privilege to serve as the Coach for **Binga District**, where our **Teach For Zimbabwe** Fellows continue to demonstrate what is possible when educators lead with creativity, commitment, and a deep understanding of their communities.

Across classrooms and communities, Fellows are responding to the unique challenges and opportunities within Binga through initiatives that go beyond teaching. From climate-smart agriculture and school gardens to sport, digital learning, community mobilisation, and learner empowerment, their work is creating spaces where young people can build confidence, discover their potential, and imagine new possibilities for their futures.

In this edition, we celebrate some of these stories of impact and the learners, schools, parents, and community partners who make this work possible. These stories remind us that meaningful change does not always begin with abundant resources—it often begins with one person seeing a need, taking action, and bringing others along.

We invite you to explore the stories from Binga and join us in celebrating the Fellows and communities working together to create better opportunities for every learner.

***COACH SIATIMBULA
BINGA DISTRICT***



Let GIRLS Thrive



Creating
opportunities
for girls to
dream bigger,
achieve more,
and lead





BUILDING DONGAMUSE PRIMARY, ONE PARTNERSHIP AT A TIME

FELLOW CEPHAS NDLOVU



Since joining **Teach For Zimbabwe** in 2025, I have focused on strengthening the learning environment at **Dongamuse Primary School**, an annex of **Nsenga Hill Primary**, particularly through infrastructure development and community partnerships.

One of the major challenges facing the school was inadequate infrastructure, which affected its ability to meet registration requirements and provide a suitable learning environment for learners. Through my fellowship, I have strengthened my skills in leadership, coordination, stakeholder engagement, and resource mobilisation, applying them to address these challenges.

Working with the **School Development Committee**, parents, local leadership, and partners such as **CAMFED**, we have made significant progress. An incomplete classroom block was completed and painted, while a teachers' cottage was also brought to completion. Another teachers' cottage is currently under construction and has reached window level.

The school has also begun constructing a third classroom block, which is now at box level, with bricks already moulded for its completion. Other improvements include the construction of a strong room to improve the safety of school property and a secure roof to better protect materials and equipment stored on site.

These developments represent more than physical structures. They are creating better conditions for learners and teachers while strengthening the school's ability to provide continuous and accessible education to children in the community.

The progress at Dongamuse has reinforced my belief that meaningful educational change requires more than individual effort. It depends on bringing together schools, communities, parents, local leadership, development partners, and other stakeholders around a shared goal.

For me, this work reflects the spirit of **SDG 4: Quality Education** — ensuring that children have the opportunity to access education in an environment that supports their learning, dignity, and continued development. Through continued collaboration and community ownership, we are steadily building a stronger foundation for the future of Dongamuse Primary School.

Fellow Impact



TALENT THAT SCORED A GOAL

It started with a simple observation. At **Siachilaba Secondary School**, I noticed that our netball, volleyball, and soccer teams were struggling without proper kits. Instead of simply noting the gap, I began thinking about how we could turn an upcoming school event into an opportunity to address it.

Working with the school, I helped organise a talent show and fundraiser to commemorate the **Day of the African Child**. Learners took to an open-air stage to showcase their talents through poetry, traditional and contemporary dance, and a spirited singing competition. The performances brought the whole school together, with teachers and fellow learners cheering from the sidelines.

As the afternoon went on, contributions from learners attending the event steadily added up. What started as a celebration of African children and their talents was also becoming a practical way to support our school.

By the end of the day, the proceeds were enough to purchase three brand-new sports kits for our netball, volleyball, and soccer teams.

For a rural school like Siachilaba Secondary School, where sporting equipment can be difficult to access, this was no small achievement. Our learners can now train and compete in proper uniforms, giving their teams a renewed sense of pride and identity as they prepare for future matches and inter-school competitions.

What began with me noticing a gap became a whole-school celebration of talent, creativity, and generosity. At Siachilaba, poetry, song, and dance did more than entertain – they helped put new kits on the field and gave our learners another reason to be proud of their school.



Leading the Change in Education





GROWING MORE THAN VEGETABLES

**FELLOW MUNKULI SIMONZYO
EPHRAIM**

As a **Teach For Zimbabwe** Fellow at **Simatelele Secondary School** in **Binga District**, one of the initiatives I am most proud of is our school vegetable garden.

I recognised that hunger can be a silent barrier to learning in our rural community, so we established the garden to grow vegetables that could supplement learners' meals. What began as a small agricultural activity has grown into a source of nourishment, practical learning, and hope for our learners.

Every Friday, the garden provides fresh vegetables that are shared among learners to accompany their meals as relish. For many learners, this has become a reliable source of nutrition each week — something that matters deeply in a community where food security is not guaranteed for every household.

The impact has gone beyond nutrition. Since the garden began providing supplementary food, we have noticed an improvement in learner attendance. Learners who might otherwise stay home are increasingly coming to school, knowing that school offers not only an education, but also a meal to look forward to. This experience has reminded me that food security and learning are deeply connected.

The garden has also given learners hands-on exposure to agricultural skills. Through planting, watering, weeding, and harvesting, they are gaining practical knowledge that complements what they learn in the classroom.

We are now expanding the project, with new maize and vegetable beds being developed under irrigation. This will allow us to increase production and create even more opportunities for learners to participate in agricultural activities.

For me, this project is a reminder that impact as a Fellow is not limited to the classroom. Sometimes, it grows quietly in the soil, one vegetable bed at a time — feeding both bodies and the will to keep learning.

Fellow Impact



FROM UNUSED LAPTOPS TO DIGITAL POSSIBILITIES

FELLOW PROSPERITY MPALA

When I first arrived at **Samende Secondary School** as a Teach For Zimbabwe Fellow, I noticed a significant gap between the resources available at the school and how they were being used. The school had laptops, but they were not being used for teaching and learning. I saw an opportunity to bridge this gap and introduce learners to essential digital skills.

Last term, I took the initiative to introduce Computer Science lessons. Initially, many learners were unfamiliar with basic computer operations. Through consistent teaching and support, however, they began to develop confidence and curiosity in using technology.

This term marked a major milestone as we started conducting practical lessons. For most of the learners, it was their first time using a laptop. Their excitement was evident as they learned to type, explored digital tools, and interacted with technology in ways they had never experienced before.

Beyond the classroom, I have been working closely with Form 4 girls, equipping them with digital skills to support their **O-Level Heritage-Based Projects**. Through this initiative, the girls are not only able to complete their academic work more effectively but are also gaining skills that can benefit them beyond school.

My broader goal is to ensure that all members of the **Let Girls Thrive** programme are digitally literate. By empowering these girls with digital skills, I hope to build their confidence, expand their opportunities, and challenge the mindset that certain fields, particularly technology, are not for them.

This journey has shown me that having access to resources is only the beginning. With intentional action and support, unused laptops can become tools for learning, empowerment, and future possibilities.

FINDING THEIR VOICE THROUGH STORYTELLING

FELLOW MGCINI MOYO

When I joined **Ntivule Adventist School** in **Binga District, Matabeleland North Province**, I noticed a gap in learners' confidence and fluency in English. I wanted to find a way to make language learning more engaging while helping learners connect with the subject in a way that felt familiar.

I introduced a storytelling club that uses local folklore, drama, and creative expression to build learners' confidence in speaking English. Within months, I began seeing a change. Learners who were once hesitant to speak were becoming more comfortable expressing themselves, while the school's debate team also began to shine.

"English used to be a subject I feared, but now it's my favourite," says **Yvonne**, a Form 3 learner. **Mlondoloz**i, another learner, shared, "I was shy to speak in front of people, but the storytelling club helped me find my voice."

The impact has extended beyond the club. Learners describe my lessons as interactive and engaging, with some now feeling confident enough to support their siblings with English homework. For me, these changes are a reminder that when learners are given space to express themselves, their confidence can grow alongside their academic ability.



Beyond English, I also mentor learners, encouraging them to believe in themselves and pursue higher education. I spearheaded the establishment of the school's first-ever orchard, giving learners an opportunity to develop practical agricultural skills while learning about teamwork and environmental responsibility.

Through community outreach, I have also worked to encourage parents to value education and support their children's learning. This has contributed to stronger community engagement and improved school attendance.

My journey at Ntivule Adventist School has shown me that meaningful transformation can begin with something as simple as giving a learner the confidence to speak. By creating spaces where learners can find their voices, discover their talents, and see possibilities beyond their immediate circumstances, I hope to help them build a future filled with greater opportunities.

Leading the Change in Education



TURNING PARENT ENGAGEMENT INTO EDUCATIONAL IMPACT

FELLOW JOHANNES MUNYORO

When I arrived at **Manyanda RCZ Secondary School**, I quickly realised that one of the most important ways to strengthen education was to bring parents closer to the school. I began using community meetings and local gatherings to speak about the importance of education, sharing my own story of coming from a similar background and how education helped me improve my life.

As the newly appointed **Head of Platforms Humanities**, I also encouraged the school administration to create more opportunities for parents to participate in school activities. Through meetings, open days, and consultations, including one held on **19 March 2026**, I took time to engage parents on the importance of keeping their children in school and supporting their education.

The conversations began to translate into action. More learners registered for the November 2026 **Ordinary Level** examinations, while parents also became more involved in supporting school development. One example is the ongoing construction of the Boys' Hostel Block, where parents are contributing river sand, quarry and manual labour.

At the **Annual General Meeting** held on **5 March 2026**, I also had an opportunity to speak with parents about the value of education. Many committed to paying their children's school fees and encouraging them to attend school consistently.

We also worked to build stronger communication between the school and the community by collecting parents' phone numbers during meetings. This has allowed us to maintain regular communication about learners' progress and attendance. The results have been significant: within a year, enrolment at Manyanda RCZ Secondary School increased from 135 to 205 learners. Regular motivation during school assemblies has also contributed to reduced absenteeism and encouraged learners to take their education more seriously.

My work has extended beyond parent engagement and enrolment. I partnered with the Agriculture Department to plant trees in the school orchard while educating learners about the importance of trees and environmental stewardship. I also introduced a clean-up campaign held on the first Friday of every month, something that had not previously been part of the school routine. Today, the school consistently participates in these clean-up activities.

Fellow Impact



My experience at Manyanda RCZ Secondary School has taught me that motivating parents in marginalised communities requires patience, consistency, and genuine engagement. When parents understand that education is not simply a long-term investment, but something that can create practical opportunities for their children, they are more likely to become active partners in their children's education.

At Manyanda RCZ Secondary School, that partnership is already making a difference.

Leading the Change in Education



ADAPTING AGRICULTURE TO A CHANGING CLIMATE

FELLOW SIATIMBULA MAKE CHIBBABBUKA

At **Siachilaba Secondary School**, the effects of a changing climate are becoming increasingly difficult to ignore. High temperatures, water shortages, and acidic water have made it challenging to grow and maintain certain crops and trees. Rather than giving up, we have been exploring practical ways to adapt to these conditions.

One of our approaches has been to increase tree planting while paying closer attention to species that can withstand the local environment. Although the school had planted trees in previous years, many did not survive because they could not cope with the high temperatures and water conditions. Through observation, discussion, and working together, we identified species that are better adapted to our environment. We are now focusing on growing more resilient plants, including *moringa*, *banana*, *lemon*, *orange*, *cashew nut*, and *guava*.

We have also been exploring sustainable approaches to managing pests and diseases. Through the Permaculture Team and **Fambidzanai**, community members and learners received training on producing locally made fungicides and pesticides for bacteria and termites. This has strengthened our ability to manage pests while reducing the cost of purchasing commercial pesticides. More importantly, learners and community members are gaining practical skills that can support greater self-reliance, with the hope that these skills will spread to more households in the community.

Agricultural production is also becoming part of this practical learning. In collaboration with agriculture teachers, I have been involved in watermelon and okra farming at the school. We initially started with a small experiment and harvested 13 watermelons, which we sold for US\$2 each. The encouraging results led us to expand the project, with the next crop expected to mature by **December 2026**.

Fellow Impact



For me, these initiatives demonstrate that responding to climate change does not always require complex solutions. Sometimes, it begins with paying attention to what works in our own environment, learning from what has failed, and adapting our practices accordingly.

At Siachilaba Secondary School, we are using agriculture not only to produce food, but also to help learners and community members understand climate adaptation, sustainable production, and the importance of building resilience in the face of environmental change.

Leading the Change in Education





ENSURING THE GIRL CHILD SHINES

FELLOW BLESSED MULEYA

At **Chinego Secondary School**, I noticed that a lack of access to sanitary pads was quietly disrupting the education of some of our girls. Each month, some learners were missing school during their menstrual periods, missing lessons and losing confidence in participating fully in school life.

I knew that this was more than a menstrual health challenge. For the girls affected, it was becoming a barrier to their education. I therefore reached out to the local community to see how we could support them.

Mrs. Mwanyenya, a dedicated member of the **Baptist Church**, responded with compassion and generosity. After learning about the situation, she stepped in to provide sanitary pads to girls who needed them.

The support made an immediate difference. The girls were able to attend school more consistently and participate in lessons with greater confidence. Teachers also observed improved participation and a more positive attitude towards learning.

Beyond providing a basic necessity, the support helped restore dignity and created a more supportive environment for conversations around menstrual health at Chinego Secondary School. Most importantly, the girls no longer have to choose between managing their periods and attending school.

What began as one community member responding to a need has now grown into ongoing support, with Chinego Secondary School girls receiving sanitary pads every month.

This experience has reminded me that improving education also means addressing the barriers that prevent learners from fully participating. When schools and communities work together, even a simple intervention can help a girl stay in school, learn with confidence, and continue pursuing her dreams.



FROM RURAL CLASSROOMS TO NATIONAL LANDMARKS

FELLOW JOSHUA GOYA

One of the greatest gifts we can offer learners is the opportunity to dream beyond the boundaries of their community.

At **Manjolo Springs Primary School**, I have been intentional about creating opportunities for learners to learn, compete, explore, and discover what is possible beyond their immediate surroundings. Through sports competitions and educational exposure, learners had the opportunity to travel outside **Binga** and visit the iconic **Birchinough Bridge**. For many of them, it was their first time seeing such a remarkable national landmark.



The experience sparked curiosity and conversations about engineering, geography, and tourism. More importantly, it reminded learners that their world is bigger than what they see every day and that they, too, can aspire to achieve things beyond their immediate circumstances.

Sport has been another important platform for building this confidence. Throughout the year, learners have proudly represented Manjolo Springs Primary School in district sporting competitions.

Every training session and match has helped them develop discipline, teamwork, resilience, and leadership while improving their physical fitness.

Their hard work was recognised when the school received awards for outstanding performance in district sporting competitions. Watching our learners proudly receive their trophies was a powerful reminder that children from rural schools can compete and excel when they are given encouragement and opportunities.

The achievements have also opened new doors. Several learners earned opportunities to participate in provincial football programmes, proudly wearing their new kits and representing their community. Their selection is a reminder that talent exists everywhere, including in remote rural schools. With mentorship, exposure, and consistent support, that talent can take learners much further than they may have imagined.

At Manjolo Springs, sport is not only about winning competitions. Younger learners are also participating in athletics, football, and other activities that promote healthy lifestyles, teamwork, friendship, and self-confidence. We want every child to have an opportunity to discover their strengths and develop values that will serve them beyond the playing field.

As a Teach For Zimbabwe Fellow, I remain committed to creating opportunities that help learners unlock their full potential, whether through classroom learning, sport, educational excursions, or leadership development.

Together with Teach For Zimbabwe, school leadership, parents, and community members, we are showing our learners that where they come from should never determine how far they can go.

Leading the Change in Education





CELEBRATING OUR OUTGOING FELLOWS

As we celebrate another term of growth and impact, we're also taking a moment to shine a light on the Fellows who are bringing their time with Teach For Zimbabwe to a close. Our Fifth Cohort Fellows have journeyed with us through classrooms, communities, challenges, and countless moments of learning, leaving behind contributions that will continue to shape the learners and schools they served.

In this edition, we put the spotlight on some of our outgoing Chivi Fellows, giving them space to reflect on their experiences, the lessons they have gathered, and the moments that have made their Fellowship journey meaningful. We invite you to read their profiles, celebrate their journeys, and join us in wishing them well as they take their next steps.

Fellow Impact

CEPHAS NDLOVU

COMMUNITY LEADERSHIP & DEVELOPMENT

Cephas Ndlovu is a community-focused leader passionate about improving access to quality education in rural communities. Through stakeholder engagement and community mobilisation, he has helped drive significant improvements at Dongamuse Primary School, including classroom construction, teachers' accommodation, school furniture, and support for disadvantaged learners. His leadership has also contributed to efforts to secure school registration and reduce the distance learners travel for examinations. Through the Teach For Zimbabwe Fellowship and Kuyenda programme, Cephas continues to strengthen his leadership, advocacy, and community development skills.



EDSON PANASHE GOPITO

EDUCATIONAL LEADERSHIP PROFESSIONAL

Edson Panashe Gopito is an educator and educational leadership professional passionate about learner development, effective school management, and educational transformation. He holds a Master of Education in Leadership, Management and Development and a Bachelor of Education in Educational Management and Leadership. His academic expertise and classroom experience enable him to contribute to both teaching and wider school development, while his commitment to lifelong learning continues to shape his approach to educational leadership.



LINDATUMUNE N. MUDIMBA

LITERACY & COMMUNICATION CHAMPION

Lindatumune N. Mudimba is an educator passionate about equity in learning, literacy, and empowering young people to use their voices. With an Honours Degree in Language and Communication Studies and a Postgraduate Diploma in Education, she focuses on building learners' confidence in communication, critical thinking, and self-expression.

Beyond the classroom, she facilitates literacy and communication initiatives, mentors young people, and encourages girls to pursue leadership opportunities. Her work connects education with community development, particularly in underserved communities.



NDLOVU GODFREY

**SCHOOL ENTREPRENEURSHIP & AGRICULTURE
INNOVATOR**

Ndlovu Godfrey is an educator passionate about entrepreneurship, practical learning, and sustainable school development. At Tinde High School, he has helped establish initiatives including a productive school garden, tuckshop, and emerging rabbit and pig projects. The garden supports the school's boarding community, promotes healthy food, and creates opportunities to generate income for future school development. Through these initiatives, Godfrey is helping learners gain practical agricultural and entrepreneurial skills while demonstrating how schools can turn local resources into sustainable opportunities.



MARY NZEMU

EARLY CHILDHOOD DEVELOPMENT PROFESSIONAL

Mary Nzemu is an Early Childhood Development professional passionate about creating supportive learning environments where young learners can thrive. She holds a degree in Early Childhood Development from Great Zimbabwe University and brings experience in education, communication, teamwork, problem-solving, and leadership. Through her work, she is committed to contributing meaningfully to education and creating positive opportunities for learners and their communities.



LEOCARDIA MUNSAKA

COMMUNITY DEVELOPMENT PRACTITIONER

Leocardia Munsaka is an educator and community-minded practitioner passionate about teamwork, problem-solving, and creating sustainable opportunities within communities. She holds a Bachelor of Design and Technology Education Honours Degree from NUST and brings experience in education and community-based initiatives. She values collaboration and enjoys working alongside community members to develop practical projects that support livelihoods and strengthen local resilience.



RUTENDO JOSEPH SHUMBA

YOUTH DEVELOPMENT ENTHUSIAST

Rutendo Joseph Shumba is an educator passionate about psychology, youth development, and holistic learner growth. He holds a Master's degree in Psychology Education from Great Zimbabwe University and is committed to mentoring young people and improving educational outcomes. Beyond the classroom, he enjoys sports, particularly soccer and athletics, and values community service, resilience, and continuous personal growth. Through his work, Rutendo believes in the power of education to transform both learners and their communities.



SIMONZYO EPHRAIM

INSPIRING EXCELLENCE THROUGH STEM AND SPORT

Simonzyo Ephraim is a Physics and Biology teacher and Teach For Zimbabwe Fellow at Simatelele Secondary School in Binga, Matabeleland North. Passionate about making STEM accessible, Simonzyo uses hands-on learning and locally relevant teaching approaches to inspire learners to pursue careers in science and technology. Beyond the classroom, Simonzyo founded and coaches the Simatelele Under-15 Boys Football Academy, using sport to nurture discipline, teamwork, confidence, and school engagement. Through both STEM and sport, Simonzyo is helping reshape the aspirations and opportunities of young people in the community.



CHASOMBWA MAUSE

**EMPOWERING COMMUNITIES THROUGH EDUCATION,
TECHNOLOGY AND RESILIENCE**

Chasombwa Mause is a Geography graduate from Zimbabwe and a Tech for Zimbabwe Fellow passionate about using education, technology, and community-based solutions to create meaningful change in underserved communities. Chasombwa advocates for equitable access to education and opportunities while championing climate change adaptation and community resilience. Through locally driven approaches, Chasombwa is committed to building more inclusive, resilient, and sustainable communities in Zimbabwe and beyond.



SIATIMBULA MAKE CHIBBABBUKA

**EQUIPPING LEARNERS WITH KNOWLEDGE, SKILLS AND
OPPORTUNITY**

Siatimbula Make Chibbabuka is a Biology teacher and Teach For Zimbabwe Fellow serving at Siachilaba Secondary School in Binga. Passionate about equity in education, Siatimbula is committed to creating inclusive learning environments where every learner has an opportunity to succeed. Beyond improving academic outcomes, Siatimbula integrates entrepreneurship education to help learners develop creativity, problem-solving skills, financial awareness, and an entrepreneurial mindset. Through teaching and practical skills development, Siatimbula seeks to equip young people to become confident, responsible citizens and agents of positive change in their communities.





THANK YOU

