





Changing Lives,
Shaping Futures:
OUR IMPACT

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Many of our students have contributed their stories and feedback in this report. Please note their words are wholly unedited

A group of approximately 15 people, including students in school uniforms and adults, are jumping joyfully in a forest. They are all smiling and have their arms raised in the air. The background is filled with tall, green trees. The ground is reddish-brown dirt. A large green oval is overlaid on the bottom left of the image, containing a quote.

**“Don’t give up
sowing seeds of hope. We
really believe we want to be a
family – impacting a few kids at
a time with the hope that one
day they will impact the nation.”
Mark Albertyn**

WELCOME

MESSAGE FROM THE FOUNDERS

As we sat down to write this and reflect on the journey of 12 years, what hit us was the length of our journey – 12 years on the ground, running Makomborero. That is a long time! We have seen many, many wonderful students pass through our doors, staff members and volunteers. It has been a beautiful journey of relationships.

One of our biggest lessons has been to surrender to the process of running an organisation in a country that regularly throws curve balls at us and then add Covid in the mix and we often just have to go with the flow and figure out how to survive along the way. There is very little room for reflection.

What putting this document together has done is it has helped us both look at the bigger picture, zoom out so to speak and be able to see that, oh yes, this journey has been rich, life changing and incredible. We can look back with

pride at all of the challenges we have faced and overcome.

We do not often think about what Makomborero has achieved in numerical or statistical terms; as behind almost every number are the hopes, dreams and goals of a young person and their family. It is hard to convey the daily struggle that is life for so many Zimbabweans. But we hope that some of the information contained in this report helps bring to life our journey so far; and puts into context what happens each day at Makomborero.

Our students' voices shine throughout this report, we hope you enjoy reading it and we are so grateful for the role that each of our supporters has played in building the Makomborero that exists today.

Mark and Laura Albertyn
*Founders – Makomborero Zimbabwe**



We have seen our alumni and students impacting their families and communities through various initiatives and we are starting to see the seeds we have sown grow and multiply as more and more peoples lives are transformed through students who have benefited from Makomborero.

MESSAGE FROM THE CHAIRMAN

I recall the day Laura Albertyn, Makomborero's co-founder, lay the groundwork for me becoming involved with the charity. It was an evening back in 2008. As is common with Africans in the diaspora, it had always been easy pointing out the continent's ills and bad-mouthing its leaders. This was a pastime I readily indulged in when meeting up with others, until one day Laura turned to me and asked, "So what can you do about it?" It was a question I did not have a ready answer for till she offered me the opportunity to join the UK Board months later. The fact she wanted me on board as its chairman, no less, was even more telling.

The charity was emerging from the restructuring of its board. In the years that followed, the impassioned vision of its founders, resilience of its administrators, enthusiasm of supporters, and ingenuity of the UK and Zimbabwean Boards has helped fashion a unique provision that is tailored to give beneficiaries the best experiences possible. **I have since seen the charity grow from nothing, with an uncertain start, to a vehicle of hope to hundreds. The annual selection process now attracts many, especially young girls, as their aspirations have been raised by the**



inspirational stories of those who have completed the program.

These are testimonies our supporters and the Board are used to, and possibly take for granted without necessarily appreciating the broader impact and deeper influence it has on the families and communities touched by its respective programmes.

This report is an attempt to not only measure this in terms of valid empirical data but also use the trends identified to salute those who have encouraged and supported the journey. It is our hope this will lay the groundwork for even more telling stories and further enhance the provisions it offers.

I hope in reading this report you too will be as inspired as I am, in recognising the great work carried out by the charity, as well as the part you have played in its story.

Tunde Olorunfemi
*Chairman, Makomborero UK**

*Makomborero UK and Makomborero Zimbabwe are legally distinct organisations with different boards of trustees, each registered in their respective jurisdictions. Makomborero UK (charity number 1122176) acts primarily in a fundraising capacity to fund grants to Makomborero Zimbabwe who operate the activities in Zimbabwe. Both organisations share the same vision and mission and work in close partnership to maximise the potential outcomes for the beneficiaries.

OUR VISION, THE MISSION AND THE NEED

Our vision is for both girls and boys in Zimbabwe to be given equal opportunities to stay in school and obtain a quality education as a sustainable route out of poverty.



MISSION

To invest time in disadvantaged communities and support talented students to finish their education and to fulfil their potential. To provide targeted impact and instil hope and self-belief in our students and their communities.

THE NEED

Zimbabwe ranks 150th of 189 countries on the Human Development Index; 61 per cent of children live in multidimensional poverty - worse in rural areas, high-density peri-urban informal settlements, and for those with disabilities. Source – UNICEF Country Office Annual Report Zimbabwe 2021

While there is high enrolment in primary school (93.6 per cent), too many children are not actually attending. More girls than boys complete primary education but then many drop out by Form 4 (age 16) due to pregnancy, early marriage and school-related GBV (gender based violence). Barriers to accessing education include household poverty, abuse, remoteness, poor infrastructure, and sociocultural norms such as child

marriage. Insufficient capacity and attrition for teachers jeopardize learning quality and continuity. Access to learning opportunities for out-of-school children is also limited. Harmful social norms, including religious beliefs and practices that exclude women and girls, persist. Source – UNICEF Country Office Annual Report Zimbabwe 2021

Figures for unemployment are controversial and vary widely between 10% and 90%; but what is clear is that a significant portion of people work in the informal economy characterised by low wages, poor working conditions and little to no security.

There is no free education in Zimbabwe. School fees to attend high school would be approximately US\$150 per term (3 terms a year) and to put this into context the salary for a basic worker would be between \$80 - \$150 per month. For a significant number of families keeping their child in school is an impossible dream.

Around 89 per cent of children complete primary education. However, completion rates decline steeply at higher level of education, with only 15 per cent of all children completing upper secondary education. While 37 per cent of children from the richest quintile complete upper secondary education, only 1 per cent of children from the poorest quintile do so. Source - 2021 MICS-EAGLE Zimbabwe Education Fact Sheets

What would completing O-levels (GCSEs/exams aged 16) cost in Zimbabwe? (2 year period)



It is against this backdrop over the last 12 years that we have worked and refined our programmes.

Each year we receive over 500 applications for scholarship places.

All these students are living well below the poverty line and many are orphans, from child headed families or being raised by relatives.

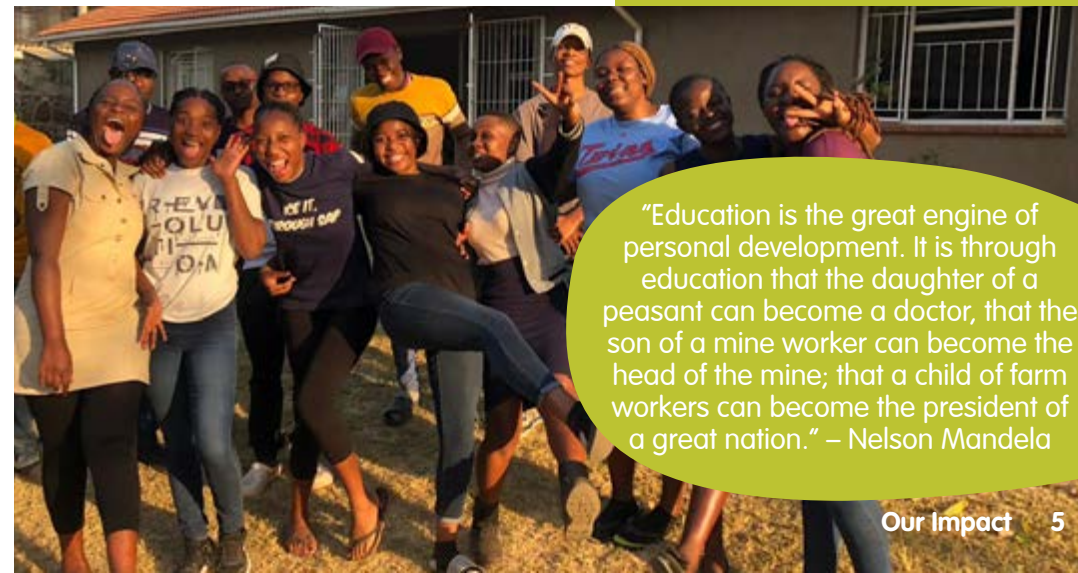


Our work aims to target 3 of the UN sustainable development goals.

Goal 1: No poverty

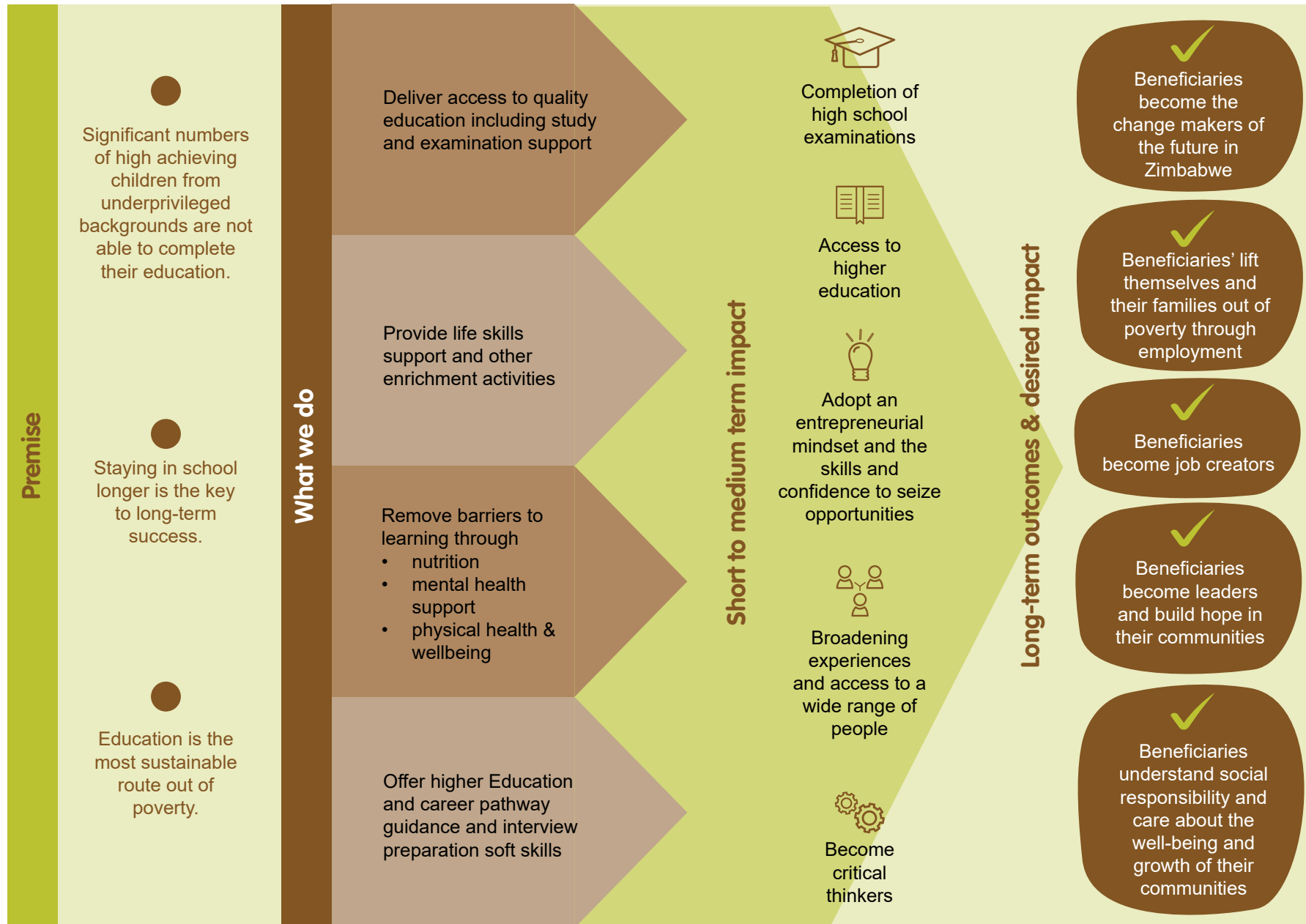
Goal 4: Quality education

Goal 5: Gender equality



"Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine; that a child of farm workers can become the president of a great nation." – Nelson Mandela

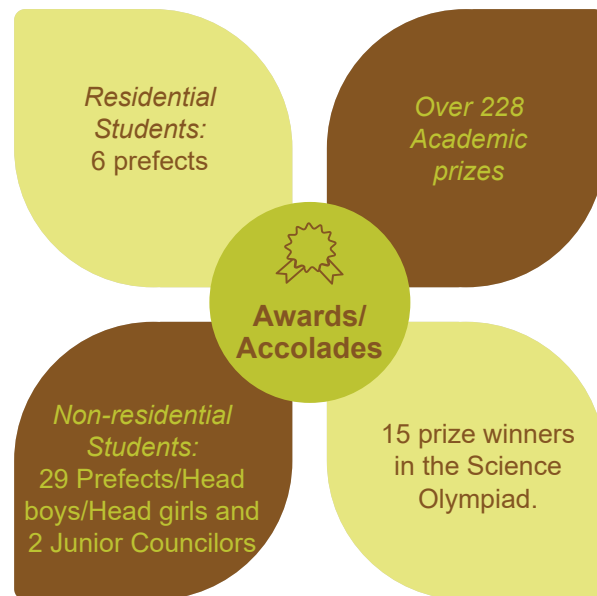
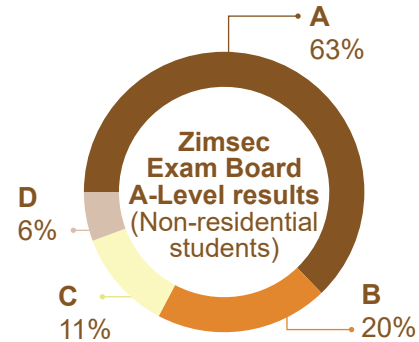
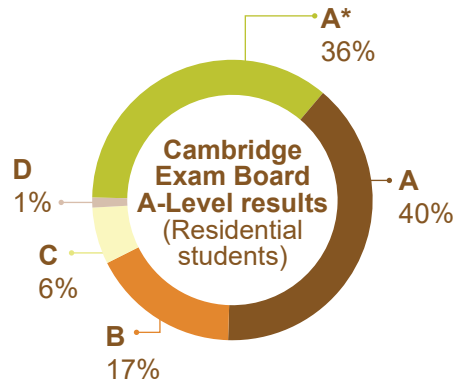
THEORY OF CHANGE



SCHOLARSHIP PROGRAMME

Since our inception, we have awarded **220 residential and non-residential scholarships**.

Our students consistently achieve exceptional grades and accolades:



Our recruitment Process

Since inception, our process has been continually refined and improved each year by our co-founder, Mark Albertyn. It remains an impossibly difficult, time-consuming and emotional task to select the students. **We aim to assess students on raw ability and take a holistic view of students as individuals.** Our recruitment process takes place before O-level results (GCSE). The process has been designed to be as positive, motivating and impactful as possible. Our aim is that students, whatever the outcome, leave feeling hopeful, acknowledged and inspired at being exposed to a new experience.

1.

SEPTEMBER

- Makomborero Zimbabwe team visit over 70 high density (township) schools to talk about Makomborero and deliver application forms.
- Application forms are also posted online to allow students from across Zimbabwe to apply



2.

NOVEMBER

- We receive over 500 applications on average.
- A team of 10 volunteers shortlist 150 applications based on a comprehensive set criteria list; such as references, need, academic scores and character assessments.
- These students are invited for further assessment which takes place over 2 days.
- Students complete psychometric testing and take part in art therapy and subject specific tests
- We invite a speaker who comes from a similar background to most of our applicants to share their journey and inspire the applicants.

3.

DECEMBER

- The applicants are further shortlisted to 45 students.
- Students then take part in 4 days of subject specific workshops and further subject specific testing with volunteer teachers from partner schools.
- We run interactive workshops, and team building activities and aim to make the sessions as fun and memorable as possible.
- All students then have a one on one interview.
- Final shortlist of 12-15 students is then selected.
- We carry out visits to the homes of all these students. These visits are used to confirm information on the application, understand the context of their story and assess the impact of a scholarship on the students home dynamic.
- 9 residential scholarships are awarded after the home visits.
- Up to 16 non-residential scholarships are awarded from the pool of 45 students.



What makes the recruitment process so challenging?



Residential students

Each year we offer between 8-10 students a scholarship at one of our partner schools in Harare. Our students live at the Resource Centre during the week and return home during the weekends and school holidays. The students are cared for by our Makomborero team and house mother, creating a family environment.

We are indebted to our partner schools St George's, Gateway and Hellenic who provide such a rich environment to challenge our students. The schools generously provide the academic scholarships and we fund uniforms, exam fees and all other costs associated with boarding. Our students benefit from access to very high quality education and gain an ability to straddle two cultures and grow from a very diverse school experience.

Gateway High School



We believe in producing a well-rounded individual who can make sound biblically based decisions in all aspects of life. We believe in developing our students in four aspects, which are academic, spiritually, physically and culturally in line with our purpose, vision and values.*

St. Georges College



St George's College is a Roman Catholic school and brings together a unique, exhilarating blend of academic excellence, social engagement, sporting prowess and cultural enrichment - all entered around its Jesuit ethos. This is a foundation upon which St George's College will continue to be relevant, influential and a significant educational institution in the region for years to come.*

Hellenic Academy



Our ethos is one of excellence in all aspects of school life and we encourage our students to set and maintain the highest standards in all they undertake. The challenges faced and overcome by our students as they pass through the school leaves them with self-confidence and leadership values that we feel are important assets in today's changing world.*

"Makomborero students I have taught have an excellent work ethic. And they appreciate the work I do which is openly expressed and that is a huge motivator for a teacher. All the staff find working with the Makomborero students highly rewarding." – Partner school teacher



*Extracts from respective school website.

Weekly Life at the Resource Centre

It takes 6 members of staff, 287 hours a week to keep the Resource Centre running smoothly. That includes everything from gardening, cooking, cleaning, driving, to helping with homework and having one-on-one chats.

Monday – Thursday

- 05.30 - Breakfast duties commence. All students are assigned a rota to prepare breakfast and clear away.
- 06.20 - Students leave the house – Gap Students help ensure students leave on time. The Makomborero bus drops students at school and collects at either 1pm, 5pm or 7pm
- 13.00 – 17.00 Sports and Clubs
- 17.00 – 19.00 Evening activities such as Toastmasters

Wednesday evening

- Weekly life skills sessions
- Mental health check-ins take place every two weeks



Friday

- After school on Friday students not partaking in sports at their schools go home for the weekend.
- Students return Sunday pm.
- The Gap Students carry out the weekly shop for the next week.

Saturday Mornings each week in term time

- Girl mentorship programme
- Mobile Science lab
- Visits every two weeks by non-residential students for life skills sessions



Other activities

- Saturdays and Sundays during summertime – afternoon swimming
- Sundays- tuck night
- Everyday 6:30pm-7:15pm family time
- Fortnightly movie nights
- Half termly one on one interviews with Mai Tambowoneyi (our house mother)



Non-residential students

We support our non-residential students by financing school fees to continue their studies at their local schools and pay all their examination fees. We provide funding for school uniforms, supply a solar lamp to facilitate studying, school supplies and access to text books.

We work closely with the non-residential students' local schools and receive regular updates and support. The students attend events and life skills courses at the Resource Centre often and we love getting to know them and seeing them blossom.

Removing barriers to education - more than just scholarships

Although passionate educators, we are aware of the limits of formal education and believe that our students' excellent grades are not the whole story. We aim to equip our students to develop in character, address cultural biases and see the world through a wider lens. The challenge is that in most cases these results are not quantifiable.

Life Skills

Our bespoke programme developed by co-founder Laura Albertyn and the team in Zimbabwe covers a wide variety of topics and actively promotes debate in a safe space. We encourage our students to see that their success in life will not be judged simply on their academic achievements.

Topics include:

diversity and tolerance of gender, religion and disability

the importance of lifelong learning and critical thinking skills

healthy relationships

communication skills and presenting yourself to the world

basic living skills

developing a social conscience

understanding you can give back to others with very little

personal growth and leadership

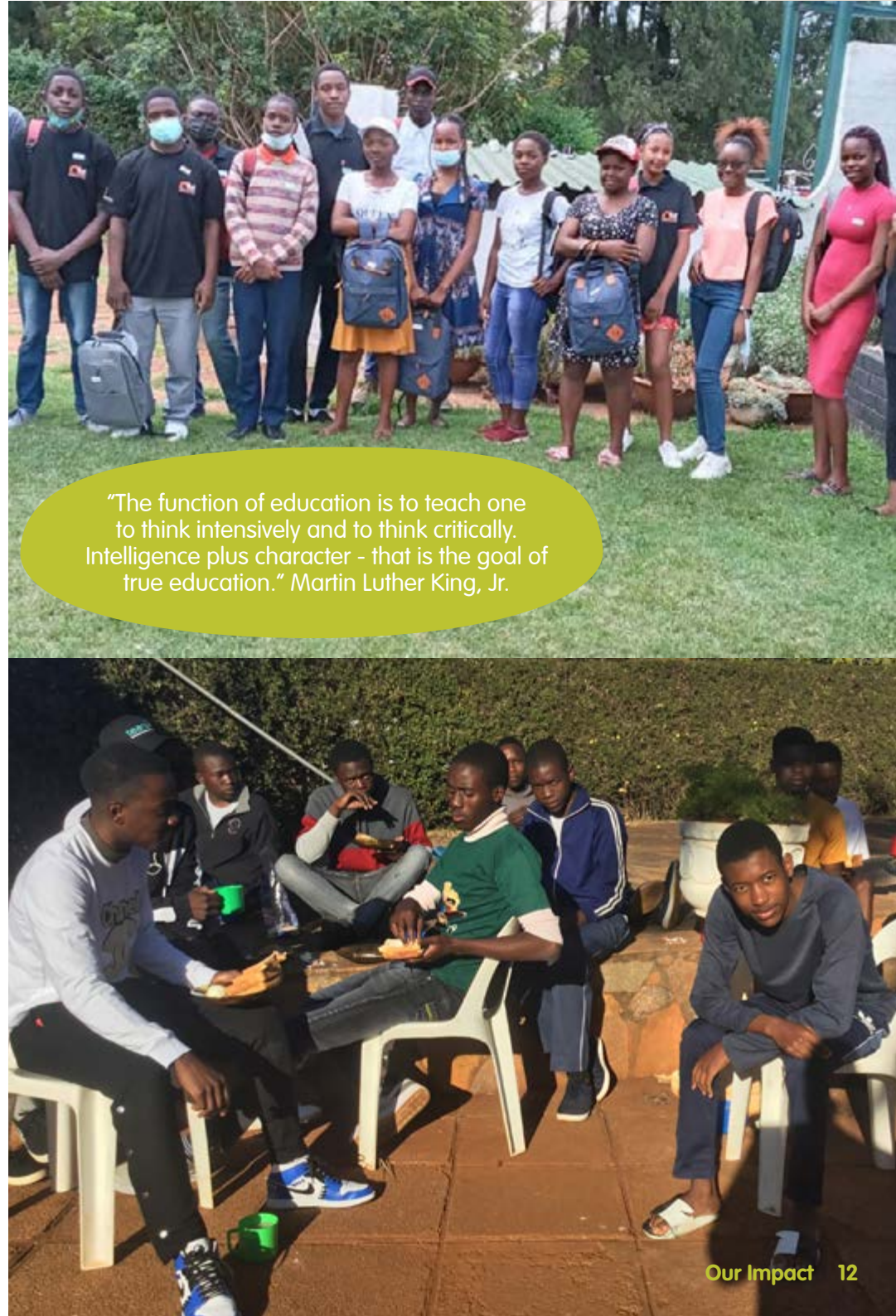
importance of physical and mental health

team building

hygiene and menstrual health

During their time as a Makomborero student, our students undergo approximately **200 hours of life skills sessions** and we see students' self-worth and value grow and flourish during the two years.

All of our 220 scholarship students have the opportunity to attend some kind of leadership camp – for many this is the only time they have been away.



"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education." Martin Luther King, Jr.

Mental Health

Almost all of our students are dealing with various degrees of trauma. Young people in Zimbabwe live under immense pressure from themselves, their families, and sponsors to break Zimbabwe's poverty cycle. These expectations can be overwhelming, particularly when combined with life's traumas. Depression, poor self-esteem, and exhaustion are genuine risks. The

impact of the pandemic has meant the need has grown further in the last 3 years. Our mental health programme supports our students to address past trauma in a safe environment and work to identify coping mechanisms. Positive self-esteem leads to social competence, persistence, creativity, and, most importantly, learning to ask for help.

Mental health is still a difficult topic in Zimbabwe and we work with our

students to reduce the stigma and encourage them to be responsible and pro-active for their own mental health.

Our psychologist sees students when required during term time and students also take part in group sessions.

All our students have access to a mental health professional when needed.

We estimate over the past 4 years our students have had access to over 400 hours of counselling.

Numerous studies have shown the benefits of animals for stress, anxiety and being present in the moment. The arrival of the dogs in 2017 has brought much joy to the Resource Centre.

Extra-curricular

Most of our students gravitate towards focusing solely on their academics in the belief that their only way to a better life is through their academic results. This means they often neglect the aspects of life that bring fulfilment and enrichment.

We actively encourage students to find and pursue non-academic interests and to nurture any hidden talents. We have discovered talented musicians, writers, hockey players, artists, runners, singers and chess players.

Our students have had access to over 20 different sports and activities. In a normal week during term time our residential students will each have 4-8 hours of extra-curricular activities. As non-academic pursuits is so undervalued and we aim to expose them to a broad range of activities and skills which help them to be diverse, adaptable people who realise the world is not just about books but is a world rich with beauty and other skills that build them into confident, adaptable, broad minded individuals.

One of our students passed his grade 5 clarinet exam just 3 years after starting to learn the recorder at the Resource Centre. He now plays several instruments.

In the last few years many of our students have experienced trips and tournaments in sports and cultural activities which help to broaden their view of life. For example, one of our students recently won a silver medal at an Africa wide archery competition.

"I'm most grateful for the soft skills Makomborero Zimbabwe has given me. A new perspective of life I must say. I learned to live not only for me but for others as well with the end goal of making the world a better place for everyone around you. I have learned to be considerate, brave and work well with others." - Makomborero Alumni

"It gave me the power to step into rooms I never imagined I would."
- Makomborero alumni when asked about the impact Makomborero has had on their life.



Taking care of basic needs

Nutritional deficiency is a leading cause of the health burden in Zimbabwe. Malnutrition affects one in three children. Source - UNICEF – Country office Annual Report Zimbabwe 2021

Numerous studies have shown that hunger and a poor diet are barriers to learning. We ensure all our residential students have a nutritious diet and we teach the importance of a balanced diet. Most Zimbabweans have a very high carbohydrate diet, we focus on introducing more fresh produce and protein into our students' diet.

We run dental hygiene workshops for all residential, non-residential and girl mentee students. We also supply toothbrushes and toothpaste. We estimate we have provided **over 500 toothbrushes**.

Visiting the dentist is considered a luxury by most Zimbabweans, and many of our students are not even aware of basic dental hygiene. All our students are educated on oral hygiene and the importance of visiting the dentist regularly. Students with any urgent dental issues are given assistance.



All of our residential students are given a full medical and in many cases we have been able to identify and prevent more significant health issues. All our students are given eye tests and to date we have **provided over 80 pairs of glasses** to our students.

Beyond the Resource Centre we also support the families of our students where necessary, as well as the families of those attending other community programmes.

When we are aware of need, we provide food packs. To date we have distributed **over 600 food packs to our students and their families**.



CHAMPIONING GIRLS

Despite some progress, gender gaps, gender-based violence, and disadvantageous social norms facing women and girls persist, and gains in human capital of women and girls remain untapped. Source – UNICEF Annual Report Zimbabwe 2021



At Makomborero's inception the vast majority of applicants for scholarships were boys. We have worked hard to increase the numbers of girls and in the past 5 years the boy/girl ratios have been close to 50/50.



76 of our scholarship students are girls (since inception to 2022)

From our Girl Child Mentorship Programme, the Mobile Laboratory, A-level scholarships and University Grant scholarships we aim to see girls supported at every stage in their education.

Girl Child Mentorship programme

Since 2017, Makomborero has been working with schools in the high density suburbs (townships) of Zimbabwe to identify girls aged 13-15 years who are facing difficulties that lead to them being marginalised in their community. Girls taken on this mentorship programme often come from unconventional family set ups, are struggling financially or have faced some trauma in their young lives. They often underperform in school, are susceptible to bullying or find it difficult to socially integrate with those around them.

Often, the reality in their families is that the boy child is given the first priority to gain an education, while girls either

drop out of school before age 16 or are simply not given the opportunity to be educated past their O-Levels (GCSE). This increases their risk of getting into childhood/early marriages, drugs and prostitution.

The Mentorship Programme is designed to provide a source of inspiration and hope through giving life-skills training, teaching handicrafts and hosting inspirational speakers. We aim to instil a greater awareness of their rights and give them hope and a vision for their futures beyond the pressures they face.

This is an annual programme and is successfully being run in 3 schools with an intake of 30 mentees per year. **As of 2022, we have had the privilege of mentoring 150 vulnerable girls.**

The Programme is led by past Makomborero alumni and closely overseen by Makomborero staff. This gives the girls mentors who have grown up in similar environments to themselves and know their very real struggles first hand.



Our girl mentees have access to over 50 books, largely written by or about inspirational women. For the majority of them this is the first time they would have encountered reading for pleasure.



All our mentees learn to crochet.



To date we have hosted 12 end of term celebratory meals and over 12 art therapy sessions.



All our mentors receive on-going training and support. There are First Aid trained mentors at each of the schools where we run the programme.



"I am now confident enough to interact with the other girls in my group and express my feelings." Mentee - aged 14

"I have learnt to work hard in my studies but if my results are not that good, I can still use other skills in my life." Mentee - aged 14



Boys too...

Our experience has shown that to influence lasting change in gender equality you have to influence boys as well as girls. These boys are the husbands, uncles, fathers, managers and employers of the future.

During our life skills sessions we actively work to challenge stereotypes and encourage critical thinking in our students. Small changes like swapping the chores in the Resource Centre between what would traditionally have been seen as boys and girls chores serve to break down the bias. We continually talk about the differences between females and males but that we are all of equal value and worth.

Menstrual Health

A UNESCO report estimates that one in ten girls in Sub-Saharan Africa misses school during their menstrual cycle. - UNESCO Puberty Education & Menstrual Hygiene Management.

We provide all our university students, girl mentees, A-level students and staff with re-usable sanitary wear.

We have given over 400 packs to date and continue to give away around 50 packs a year.

"Girl Child Mentorship program has helped me demonstrate my leadership skills by interacting with the young girls. Through the program I've been exposed to different thoughts and opinions. I love girl child mentorship. My leadership and communication skills have improved - I'm so grateful." – Girl Child Mentorship Mentor

"My two years at the Resource Centre really solidified the equality of men and women every aspect of society. From our chores down to our academics it was abundantly clear that gender roles are thing of the past and that every person regardless of their sex can cook, clean and attain astounding grades. A belief I hope to instill in my future children especially the boys. Fast forward to most recently in college I was multitasking doing my own household chores, cooking and studying at the same time some thing most of my male counter parts could not do." – Male Makomborero Alumni



STEM

The Mobile Laboratory is based at the Resource centre and gives lab time to pre O-level (GCSE) students who are not able to put their theoretical knowledge into practice, due to lack of resources at their schools. We run Saturday sessions and have a 5-10-week programme that covers Biology and Physics experiments. It has been a wonderful opportunity to build relationships with these students and see their understanding flourish as they connect their learning with hands-on experience.

There has been over 420 laboratory hours since the Mobile Science Laboratory was launched

193 students have benefitted



Sessions are taught by Makomborero alumni

Fun fact: Some students who attended the Mobile Science lab sessions went on to be awarded A-Level scholarships.



"The course was an incredible learning experience for me, and I feel truly privileged to have been able to learn from such knowledgeable teachers. The practicals were fascinating and have given me a deeper understanding of the concepts we have been studying in class...I am excited to see how I can apply what I have learnt to my future studies and career." – Science Laboratory student

Q&A with Pamela

1. Please tell us about yourself and your journey to your current role.

I was born and raised in Harare, Zimbabwe. I attended Mutasa Primary School and Highfield High School before getting a Makomborero scholarship to attend Gateway High School for A-level where I graduated with 3As and 1A for Chemistry, Biology, Physics and Mathematics respectively. I was awarded an Akwanya Mastercard Scholarship to attend West Virginia University for undergraduate studies in Computer and Electrical Engineering and I graduated with honors in 2019. I worked for 3 years at a startup called Bellwether Coffee in Berkeley California before deciding to enroll for graduate school. I am currently a full time student at Stanford University studying for a master's in Electrical Engineering.*

2. Do you have any advice for women beginning their careers in the STEM fields? Particularly young women in Zimbabwe.

I would encourage them to not give up if this is what they truly want to do. There may be some challenges and steep learning curves to certain aspects of this field but like everything some level of expertise comes with having spent more time in STEM so they shouldn't feel discouraged if they feel like they don't know enough compared to other people who have been exposed to STEM earlier.

3. How can men be better allies for women in STEM?

I think just being supportive and encouraging to the women in their lives when they express interest in STEM would go a long way.

4. How do you feel the landscape will change for women in science over the next 5 years?

It's hard to tell but I hope more women join the STEM field because though it feels like we have come a long way. Most of my engineering classes in undergrad women barely made 25% of the classes.

5. In addition to science you are also passionate about giving back, please tell us a little about your volunteer role with students.

I have been involved with the First Generation and Low Income office at Stanford working as a coordinator helping find solutions and resources to support graduate students who fall in this category to relieve some of the pressures and stress that comes with being a first generation and low income student.



EMBRACING TECHNOLOGY

To date we have provided 54 tablets for our non-residential students and we hope to continue to provide these tablets each year.

The following section was written by a Makomborero alumni. We thank the writer and all the development team for their dedication and determination to make a difference – we are incredibly proud of you!



The Makomborero App was developed in 2021 out of the urgent need to provide accessible learning resources during Covid-19 lockdowns. While some students, especially those learning at private schools, had internet access and learning at schools that were offering online lessons, most were left to take charge of their own learning and the high cost of internet connectivity left those coming from poor backgrounds at a huge disadvantage.

Our non-residential students learning at government and mission schools were no exception. In order to meet their educational needs without placing a financial burden on their families, who were already striving to provide basic necessities, Makomborero decided to offer tablets to the students along with an app loaded with essential learning resources such as textbooks, topical notes, videos, topical worksheets and past papers, all tailored to the students' curriculum. The app was designed to work offline, ensuring that even students without internet access could benefit from it at no cost.

Yeukai and Milton, gap year students at the time, took on the task of creating the app and compiling the resources. The app was developed in phases, using Html, CSS and Javascript, and the Cordova Ionic platform was employed to package it. During the initial phase, extensive research was conducted to determine the most suitable platform for app creation. To aid in this research, Milton sought advice from professionals in the IT field, with Mr. Fischer from Hellenic Academy being particularly helpful. Once the groundwork was laid, the next crucial step was linking the vast array of learning resources to the app. This process presented a significant challenge as the app had to accommodate hundreds of resources without compromising its functionality and user experience.

The app's content encompasses over 50GB of pdfs and videos, tailored specifically to the ZIMSEC and Cambridge syllabi. These resources were gathered from students, alumni, and teachers, and organized in a manner that facilitated self-learning. The app boasts a visually appealing and user-friendly interface, complete with hyperlinks for easy navigation. It focuses on four STEM subjects: Chemistry, Maths, Physics, and Biology, each presented with its own unique theme.

The development journey, from collecting resources to final deployment, spanned approximately four months (February 2021 - May 2021). The impact was substantial, benefiting around 54 students who could continue their education from home without the burden of purchasing internet bundles or seeking wifi hotspots.

Two more members, Shalom (class of 2020) and Tanatswa (class of 2021) have joined the development team and are working together with Milton to redesign the app and add more features such as accommodating non-STEM subjects, supporting a broader range of students. One of the long-term goals is to also include university application resources in the app in order to make the research and application process easier for students with limited internet access.

The Makomborero App is a testament to the power of technology and resourcefulness in overcoming educational challenges, particularly during trying times like the Covid-19 pandemic.



COMMUNITY & ENTREPRENEURSHIP

Our mission was founded on the values of family and community and we seek to ignite a sense of social responsibility in all our beneficiaries.

NDEIPI

NDEIPI is an external programme we offer to the families of current and past students as well as families of our Girl mentees. The programme teaches people how to earn a living by utilising their skills, readily available resources, and a small amount of capital. Participants are taught how to generate an income, run a small business, and manage money. They are given a \$1 loan that is repaid once they make a profit. With the high rate of unemployment in Zimbabwe, it is

amazing to see participants learn how to support their families, and seeing hope and dignity returned to many.

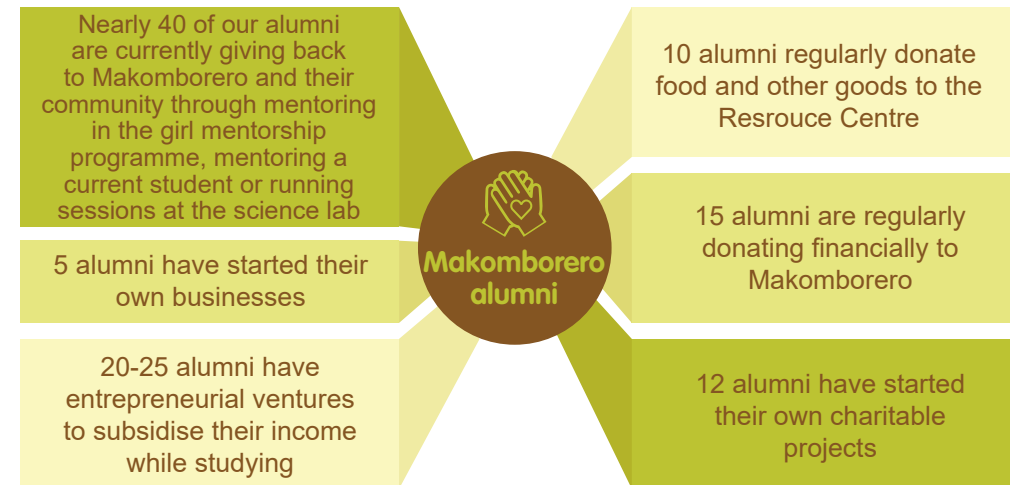
We remain acutely aware that whilst providing scholarships will ease some of the burden on our students families, many of them are still facing significant hardship. To be able to bring sustainable change is key.

Community Service

All our current students participate in community projects. Smaller projects run throughout the year such as litter picking, assisting students from their communities with extra lessons, carrying water for old people etc. In the August school holidays, we travel into

the rural areas and paint the blackboards of rural schools. To date we have visited over **30 schools** and painted nearly **150 blackboards**.

We are proud that so many of our students carry on with community service after their A-levels are complete.



How has Makomborero impacted your family?

"Makomborero is like my ray of light in a dark tunnel, it has given me a chance to pursue my dreams and gave me confidence that I am not walking down this road alone, I always will have someone to hold my hand and thus knowing that no matter what I am not alone in this journey. It also gives me hope for the future that I hope for." – Makomborero alumni

"Makomborero changed the scope of my family's dreams. Without Makomborero, I would not have been able to attend A-levels let alone have a college education in America. I have inspired my cousins and extended family members to work hard and dream bigger. This also propagated to my community and the people I went to high school with before Makomborero. The Ndeipi program made my mother business minded and I have seen how energetic and hopeful she has become. Makomborero has truly changed our lives." – Makomborero alumni



"Supported my family with the Ndeipi business training, covering my A-levels and supporting us during the time of grief after my father passed on." – Makomborero alumni



CASE STUDY – NYASHA'S STORY

Mutsidzira is an annual grant-awarding competition that is open to past Makomborero Students. Mutsidzira means “to revive” and the students apply for a grant to run a community-based project aimed at serving the community they grew up in. Nyasha was awarded a grant to start his project entitled the Muzokomba Rejuvenation Project (MRP). The project uses income generated from selling his home made peanut butter to supply vulnerable and disadvantaged children with school supplies. MRP aims to improve the livelihoods of the people in his community by providing them with a market to sell their produce (peanuts).

We asked Nyasha to answer some questions about his project.

What inspired you to set up MRP? Where did you get the idea?

MRP is a community based project that was derived from my personal experiences as a student. I was privileged to be part of Makomborero Zimbabwe's non-residential students in 2018. Subsequently, the love that I got from Makomborero Zimbabwe influenced me to be passionate about helping mankind. Muzokomba, like most communities in Zimbabwe, is normally characterised by a large number of school dropouts. This is generally attributed to the fact that the majority of the people in these communities are living below the poverty datum line. Consequently this has led to some parents finding it difficult to send their children to school with adequate supplies. Therefore, to mitigate these issues I decided to come up with MRP, a project whose vision is to revitalize Muzokomba community.

How many students have you been able to support in your community?

I managed to support 10 students from different backgrounds in my community.

How do you identify the students and what support do you provide?

The students were identified through the help of school authorities and some community members. The recruited students are provided with stationery, school shoes, bags, and clothing.

What have you learnt from running this programme?

Since the commencement of the program, I realised that to impact the livelihoods of mankind, being well off is not a prerequisite but love and compassion is. What pushes us to impact the communities around us is love and compassion not the fortunes that we have.

Have you had any feedback on MRP from your community?

Yes, I have been receiving heartfelt feedback from different corners of the community. MRP managed to act as a bridge for some of the students in the community.

What are your hopes for MRP going forward?

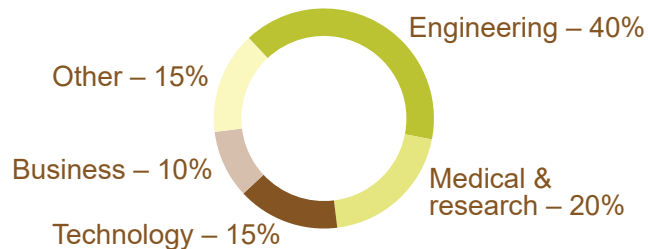
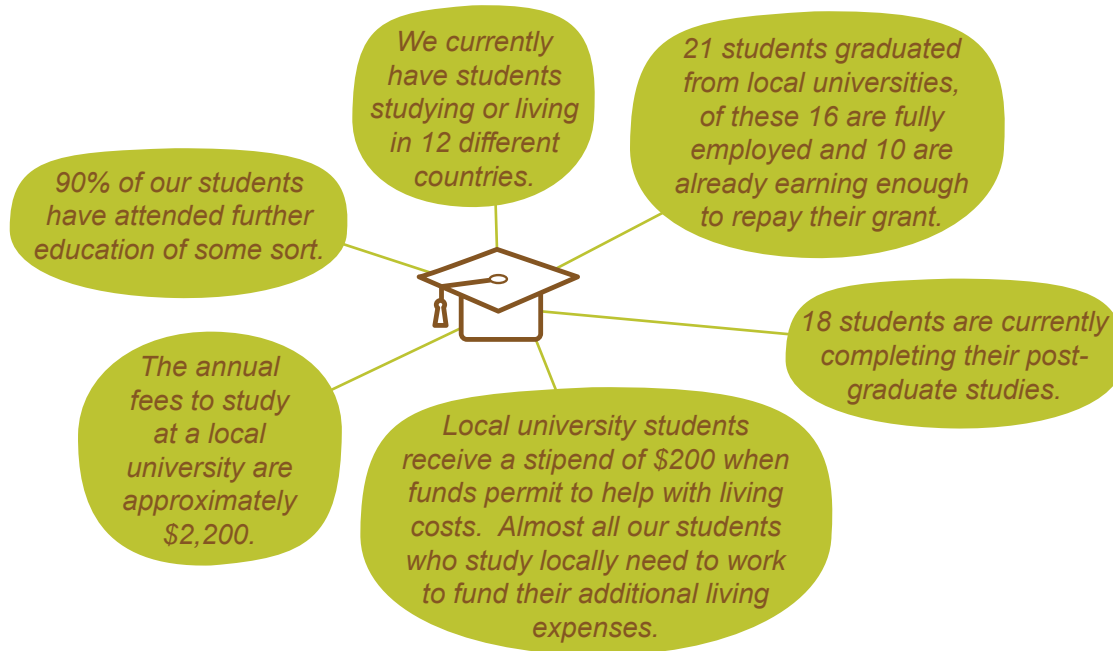
My quest is to enlarge and amplify the vision of MRP through an increased number of beneficiaries.



FURTHER EDUCATION

The University Grant scheme ensures that all Makomborero students can access higher education. The Grant scheme is set up to enable our students to access a student loan for the duration of their studies at local universities in Zimbabwe. The idea is that this loan is paid back once they are in employment, aiming to make this a sustainable programme.

Many of our students apply for overseas scholarships but we continue to offer grants to all students who stay in Zimbabwe recognising that they need particular support to navigate the country's difficult economic conditions.



HOMES AWAY FROM HOME

We have 2 residences in Harare that were kindly donated by 2 of our supporters. These buildings cost approximately \$30,000 a year to run and maintain.

The first residence, known as our Resource Centre or boarding house, is the home for our A-level residential students during the week and hosts the science laboratory. There is also space to host other programmes and group sessions with our non-residential students.

The second residence is home to 18 students currently attending the University of Zimbabwe. Finding accommodation while at local universities can be extremely expensive and difficult. In the past, many of our students have had to spend the night in the university library to try and save on transport costs. This residence is also host to the Makomborero Zimbabwe office and is the venue for our NDEIPI programme.

Fun Fact

How much food does it take to feed 20 students and 4 staff members for a week at the Resource Centre?

- 50 loaves of bread
- 15 kilograms of maize-meal
- 8 kilograms of potatoes
- 6 kilograms of rice
- 3 kilograms of pasta
- 2 kilograms of corn flakes
- 90 eggs
- 12 litres of milk
- 3 kilograms of baked beans
- 2 kilograms of dried beans
- 24 sausages
- 3 chickens
- 3 kilograms of beef
- 2 kilograms of peanut butter
- 1 kilogram of soya chunks

Sustainability

For many struggling to survive in Zimbabwe, worrying about the environment and sustainability can feel like a step too far. We encourage our students to think about the importance of the environment around them and do this through practical examples such as:



HOW DO WE KNOW WE'VE MADE A DIFFERENCE?

"A" grades and scholarships to Ivy League universities are only one part of the story. Much of the impact of Makomborero is not easily distilled into measurable data. We asked our alumni to complete a survey and answer a few questions. The below responses are wholly unedited from our alumni over the last 11 years. We thank them for taking the time to give back to us.

How do you feel Makomborero helped to prepare you for your future?

"Makomborero gave me a platform that challenged me to discover who I am and that has been a crucial part in my journey. Makomborero showed me that it was my time to shine, and helped me believe in myself."

"Getting selected by Makomborero was more than financial assistance for me. It was like a moment of epiphany when I suddenly realised my life could actually amount to something. From that day Mark called me to offer me the chance to study at a public school of my choice, I worked with a different drive. Mama Albertyn was encouraging. Her Winnie the Pooh poem helped know/remember I had some potential to make a difference."

"Makomborero helped to instill ideologies and skills that have helped me to become self sufficient and independent. It's not easy to just wake up and start believing in yourself and start to see yourself doing more with your life when coming from a poverty-ridden background such as mine. It all takes someone special to help you believe in yourself and that is exactly what Makomborero has done for me over the years. And once I started believing in myself, I could only see the sky as the limit to what I could do with my life."

What impact has being a Makomborero student had on your family both in the past and now?

"Helped to ease the financial burden on my parents, allowing the family to have better living standards. Improved family relationships - I used the exposure given to me through Makomborero to foster better communication, respect and love within the family."

What impact has being a Makomborero student had on your community both in the past and now?

"I can offer my opinion to certain dilemmas within my community; mindful thinking and deliberate speaking are some of the skills I've shown others to help them resolve conflict."

"Being a Makomborero student helped me realise the power in contributing to my community through programs like the Mutsidzira grant, and as a result I have become a vibrant participating member in my community which has also inspired other young people to do the same which is a major step in community development."

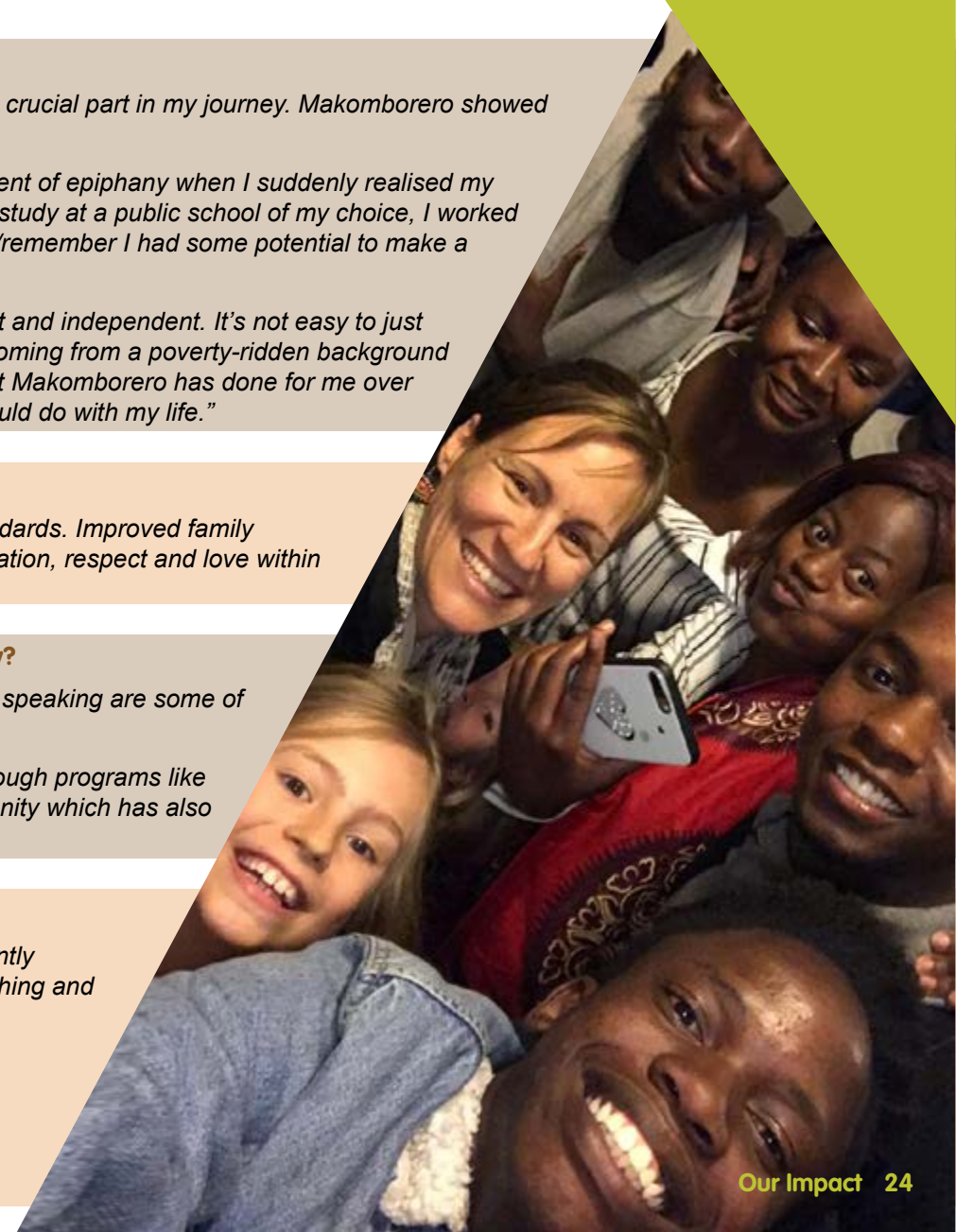
What do you feel are your biggest achievements and what are you most proud of?

"My biggest achievement is having the opportunity to get my bachelor's degree which I am currently undertaking, but my pride lies in the opportunity I got to give back at the mobile science lab, teaching and helping other kids reach their goals and giving them hope."

"I am running my own startup which is helping people in my community."

"Creating a Mental Health Awareness Group."

"Finally building a house for my parents."



LOOKING FORWARD

We believe the success of Makomborero is largely due to the direct and close relationships we have with each of our beneficiaries. As we look to the future we are often asked about expanding our impact. This is something our team consider very carefully. Our commitment to each student who is awarded a scholarship can be as long as 5-10 years should that student study medicine in Zimbabwe for example. As such, we aim to strike a careful balance between ambitions to grow and expand our reach; and prudence given the extremely difficult environment in which we operate.

We utilise many platforms for donations within the UK and are constantly looking for secure ways to expand our donor base around the world. We are very pleased to have recently partnered with Trust Bridge Global and their network to facilitate tax efficient international donations outside the UK.

Our goals for the next 3 to 5 years



"My biggest achievement has been mastering enough confidence to step out of my comfort zone and being vulnerable enough to share my story with my peers and my network. I am proud of the person I am becoming, the thoughts that form in my head everyday and the excitement I get at the idea of seeing those ideas come to life, I am proud of the version of me that is going to build something magnificent for the younger versions of my self I see in my community." - Makomborero Alumni

THANK YOU FROM THE CHAIRMAN

Often, when immersed in something, it is easy to take for granted what you have become used to. Makomborero is a case in point. I have been associated with the charity since 2008, and while it has been easy to recognise its growth in terms of number of beneficiaries, supporters, assets, and finances, I cannot say the same for its deeper impact.

This report has been an attempt to step back and assess, not just the 'easy numbers', but the sustainable and lasting nature of our outcomes. These have produced wider benefit to communities and families, and more importantly, left its footprint in the journey of alleviating poverty in Zimbabwe and beyond. To this end, my huge appreciation goes to Jacquelyn van Jaarsveld, whose forensic analysis and collation of data that was not readily available, interviews with different stakeholders, co-ordination with designers, etc., has helped produce this report.

Thank you to all of the Makomborero alumni who took the time to complete our data collection survey.

There's also a shout out to Mercy, Makomborero's Operations Manager, for her ready collaboration and practical support. Furthermore, there is the dedicated input of both UK and Zimbabwean Boards, whose faithful and resourceful input over the years has contributed to the outcomes being touted. In addition, the loyalty of partner schools, corporate sponsors and personal donors, plus an alumnus that has embraced the art of giving-back, has created a delivery model worth celebrating.

And finally, what can be said of Mark and Laura Albertyn, Makomborero's founders? Their vision started out with modest expectations, but a dogged tenacity has sustained their unwavering belief to the point many lives have been, and continue to be, touched beyond what they originally envisaged. And they have done this while having to overcome economic uncertainty, political instability, fluctuating currency, and a pandemic.

Makomborero is no longer just an entity, it has become a culture; one that recognises it can change the world for the better, one life at a time.

Tunde Olorunfemi
Chairman, Makomborero UK



THANK YOU FROM THE FOUNDERS

Our family has been moulded by Makomborero – bringing up two young children and adding another two to our family during this time has meant that they are fully immersed, fully invested and passionate about Makomborero too. We never imagined the impact these students would have on our children, the deep friendships that would form and an embracing of different cultures and classes on both sides. It has been an incredible thing to observe.

When we look back there are many memories that come flooding to mind, all with beautiful people involved. Stories of resilience, perseverance, bravery, courage and healing. It has been an immense privilege and honour to bear witness to others' journeys and to feel in some small way we get to play a part in their future journeys. The awe and wonder at watching lives evolve. Our heartfelt gratitude to the hundreds of students and their families that took a risk on us and Makomborero – thank you! You are all heroes and have helped us to grow and change over these 12 years in ways we never imagined. We are better people because of you.

We have also been humbled by the people who have walked this journey with us – who have given so generously – both individuals and corporates. Your words of encouragement, your financial support and services to Makomborero have enabled us to keep going. Knowing others believe in what we are doing has often given us the boost to keep going. Thank you!

Our partner schools took a risk on us 12 years ago and still take our students, teachers love on them, help them discover more of who they are and expose them to sports and clubs they would never have otherwise seen. Thank you for your dedication to our students and their futures. To our government schools you continue to teach and educate in a very harsh economic environment, and we are grateful to the dedicated staff who give of themselves to our students.

What would we do without our team on the ground! A diverse group of people who all play a vital role in the running of Makomborero. We started with 3 of us and now have a phenomenal, deeply invested team of 11. We could not do all that we do without them and their dedication! Thank you!

Last but by no means the least our two boards – UK and Zimbabwe. You have stood by us through the hard uncertain days and the incredible exhilarating mountain tops. You have supported our hairbrained dreaming of how we could impact Zimbabwe. You have cheered us on continually and you have given so freely of your time as you volunteer to keep Makomborero running. Words are not enough to thank you all for all that you do!

Mark and Laura Albertyn
Founders – Makomborero Zimbabwe



THANK YOU

To all our service providers and corporate donors we thank you for your diligent, pro-active support over the years. (Those who wish to stay anonymous are not listed)

And to all our individual donors, most of whom choose to remain anonymous, thank you for your trust and faith in us to be good stewards of your donations.

We leave you with an extract from a beautiful thank you letter received at the Makomborero Zimbabwe office from one of alumni (who is now a pharmacist):

"I would also like to extend my heartfelt appreciation to all the sponsors and the entire Makomborero Family. Your unwavering commitment to transforming lives and making a positive difference in the world is truly awe-inspiring. I am profoundly grateful for your selflessness and the countless opportunities you have created for individuals like me.

Your support has not only paved the way for my educational endeavours, but has also shaped me in to the person I am today. I am eternally indebted to Makomborero and will strive to pay forward this remarkable gift by making a meaningful impact on society."



OUR TEAM

A big thank you to every single member of the team in Zimbabwe, past and present for their dedication.

Mark Albertyn	CEO and Co-Founder
Laura Albertyn	COO and Co-Founder
Mercy Mutandwa	Operations Manager
Joan Chikowore	Administrator
Joyline Tambowoneyi	House Mother
Johnwell Chibisa	Caretaker/ Office Staff Driver
Robson Zuze	Caretaker/ Driver
Patricia Chijakara	Cook/ Cleaner
Mike Konolozi	Former Driver
Dinnis Banga	Former House Mother
Christopher Dumba	Gardener
Milton Vento	Gap year student 2021
Yeukai Bizure	Gap year student 2021
Nicolle Marizani	Gap year student 2022
Ropafadzo Mangena	Gap year student 2022
Tanatswa Manyakara	Gap year student 2022
Kudakwashe Mushambi	Gap year student 2023
Nyasha Runhare	Gap year student 2023
Wisdom Chirambayi	Gap year student 2023





If you would like to get in contact
with us about information contained
in this report please contact:

In Zimbabwe

Laura Albertyn
albertyn@makomborero.co.zw

Rest of World and UK

Jacquelyn Van Jaarsveld
Jacquelyn@makomborero.info

www.makomborero.info

