

These children invite you ...



The child is endowed with unknown powers, which can guide us to a radiant future. If what we really want is a new world, then education must take as its aim the development of these hidden possibilities.
~ Maria. Montessori

Timeline for the Nhimbe School, Magaya, Zimbabwe, Africa, Earth

1970's

Zimbabwean musician, the irrepresible Dumisani Maraire and other virtuosos from Africa bring Shona music to the west coast of North America. Hundreds of Americans love, dance to, and learn this utterly enthralling weave of melody and rhythm. Keith Barton and a primary guide, Karen Madsen are among them..

1994

Karen Madsen-Barton meets Ruth Schneider, (associate of Robert Muller) then working to help outcast children in India. Karen **declares** to Ruth that when she starts her own Montessori School, it will support Montessori in a third world country. (Dr. Robert Muller served the UN for 40 years and is known as the Father of Global Education.)

1995

Karen Madsen-Barton and the local community start the primary Sundborn Children's house in Albany, Oregon. It continues to serve 25 children in a house with garden—the design of which was inspired by Swedish artist Carl Larsson.

2000

Ancient Ways teacher of indigenous music, Jaiaen Beck, meets Cosmos Magaya the same day Dumi Maraire dies. As a give-back to the Zimbabwean villages that brought the Shona music to North America, and in response to devastating cyclone Eline in Zimbabwe, Jaiaen and Cosmos start a grass roots community development and sustainability effort to serve 7 villages in rural Zimbabwe.

Karen requests that Jaiaen ask the Zimbabwean people if they would be interested in a school for their 3 to 6 year olds. Jaiaen returns to Oregon with an enthusiastic **YES** from the community.

When talking about sustainability, it is the child who will **ultimately** bring about change. In any conversation about returning to sustainability, a critical component is fostering the potential of young children; they are the ones that will absorb and live the change.

a child's life is the path

~ Ancient Ways

2001

Parents of the Oregon Sundborn Children's House fund the building of a school building in Mhondoro. For these villages, it is the first indigenous pre-school and enjoys widespread community support.

2002 through 2004

The Nhimbe School consistently serves 50 children per day—with 65 to 70 registered. School is held five days per week. Every year, Sundborn School has sent educational materials to the school that will fit in Jaiaen's suitcase—the only sure way to transport goods to this rural region. Sundborn funds the serving of a daily, nutritious snack of corn milk and peanut bread.

Cosmos Magaya is the village headsman of the Mhondoro region. Even as political conditions in the country decline, the Nhimbe school community continues to thrive. The spirit of the people is strong and optimistic. Held up as an example of a model pre-school by the government education minister, its graduates that continue, excel in the government elementary school.

2005

A push for improved education is sweeping the continent. The government is expected to establish mandatory minimum salaries for all pre-school teachers in Zimbabwe before 2006. The Shona community continues to strongly support the school, however, the current staff is paid less than one third of the standard part-time wage for the country.

The strategic leaders of the school include:

- ❖ Cosmos Magaya, Project Manager in Zimbabwe
- ❖ Golden Munyaka PhD., Zimbabwean Cultural and Educational Advisor in the United States
- ❖ Jaiaen Beck, Executive Director of Ancient Ways in Scio, Oregon, USA and
- ❖ Karen Madsen-Barton, Director of Sundborn Children's House, Albany, Oregon, USA.

The leaders are ready to invite this stable, established pre-school community to the next step of transitioning to an AMI primary Montessori school.

to create a Montessori School for them!

Vision for the *Nhimbe School, Zimbabwe

This program has the potential to develop quickly into a model school for rural Africa. It is ready for a significant increase in strategic and daily leadership as well as funding for teacher training, teacher salaries, classroom materials and related development.

The Nhimbe school offers an organic, sound foundation, built on the commitment of the local people.

The existing leaders want to document this transition process to make it replicable for the birth and growth of subsequent Montessori environments around the world.

We seek others who would like to participate at any level.

If we ponder the influence that education can have on the attainment of world peace, it becomes clear that we must make the child and his education our primary concern.

~ Maria. Montessori



Nhimbe School
Magaya Village, Zimbabwe



Children watering the
strawberry garden.

Contact:

Karen Madsen-Barton, 342 NW Kouns Drive, Albany, Oregon, 97321, USA
NhimbeSchool@sundborn.org (541) 926-9668 www.sundborn.org

*Nhimbe is a word from the Shona people of Zimbabwe referring to a community working together to help each other in daily life, for example, during harvest time.