

IMPROVING GENDER ATTITUDES, TRANSITION AND EDUCATION OUTCOMES








GRANT PROJECT FACT SHEET (2020 Edition)



PROJECT BRIEF

- US\$17 million
- May 2017 – September 2021
- Operating in 9 districts situated in the four provinces of Masvingo, Midlands Matabeleland North & South
- Funded by:
Girls Education Challenge through the Foreign Commonwealth and Development Office

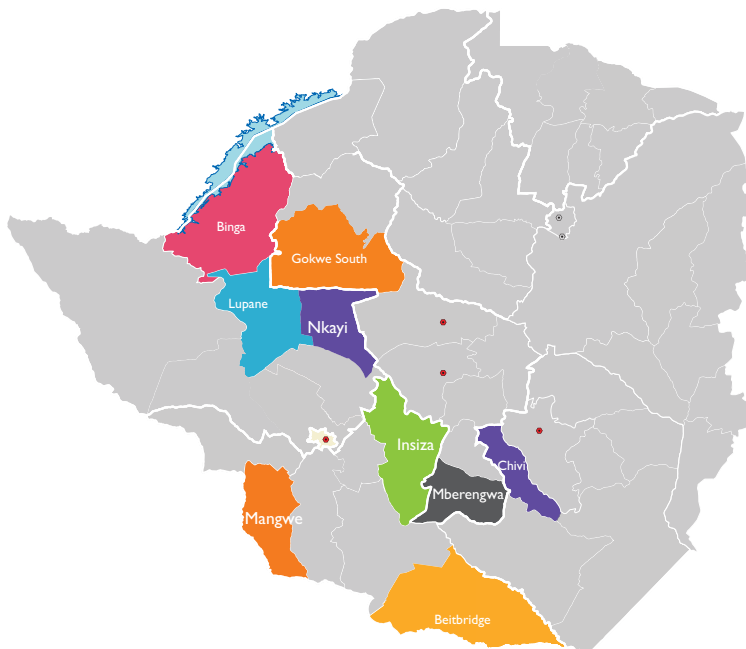
DID YOU KNOW?

-  In 2017, only 2.4% of girls were proficient in grade 3 level English comprehension
-  At baseline, 53% of girls went to a school where only textbooks are used (no other resources for literacy and numeracy)
-  By the age of 15, girls have a 50% chance of completing lower secondary school
-  14% of girls missed 3 or more days of school in the last 20 school days due to burden of household and care giving chores on the girl child at the expense of learning
-  Distance was a barrier to accessing education resulting in inconsistent and staggered attendance of school in some of the districts where IGATE operates

Source: IGATE Baseline & Midline evaluation

PROJECT LOCATION

Beitbridge, Binga, Chivi, Gokwe South, Insiza, Lupane, Mangwe, Mberengwa & Nkayi



PROJECT GOAL

The goal of the project is to sustainably improve the learning and transition outcomes of 73,500 marginalized girls. This builds upon the former five-year Improving Girls Access through Transforming Education (IGATE) project which focused on girls accessing education by minimizing barriers.

Key project outcomes include:

- Whole School Development to improve inclusive education and teacher practices
- Marginalised adolescent out of school girls access relevant community-based post-primary education
- Increased leadership and lifeskills of girls and boys
- Increased community actions on learning, gender equity and child protection

Partners

World Vision Zimbabwe, CARE International- Zimbabwe, SNV, Open University – UK, Emthonjeni Women's Forum & UDACIZA

HOW THE PROJECT WORKS

The project aims to complement and support all efforts of the Ministry of Primary and Secondary Education (MoPSE) in achieving its mission "To provide equitable, quality, inclusive, relevant and competence driven Infant, Junior, Secondary and Non-formal Education," through the following interventions:

- **Community Based Education** reaching 3,500 marginalized out of school, adolescent girls with relevant post - primary learning, focusing on literacy, numeracy, financial and entrepreneurial life skills delivered through community facilitators and mentors
- **Whole School Development** to improve practices of 1,500 primary and secondary school teachers to support girls and boys in reaching higher literacy and numeracy skills, while also delivering gender sensitive and inclusive teaching and learner approaches
- **Community Engagement** strengthening champions for girls education including religious groups, through capacity development in child protection, support for learning and gender equity, as well as community based actions that address negative social norms and practices
- **Leadership** to see girls with enhanced leadership qualities participating equally in and out of class, by developing and strengthening school and community based clubs



Out of school learner acquires new skills through Community Based Education in order to transition to next level of life

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