

Girls' Education Challenge in Zimbabwe

The Girls' Education Challenge (GEC) has had three projects working in Zimbabwe, which aim to improve learning opportunities and outcomes for over 224,640 of the country's marginalised girls. Access to good quality education will give these girls the chance of a better future for themselves, their families and their communities.



Improving girls' Access through Transforming Education (IGATE)

World Vision UK
April 2017 – January 2022

Primary to secondary and community-based education



The Virtuous Cycle of Girls' Education

Camfed International
April 2017 – January 2022

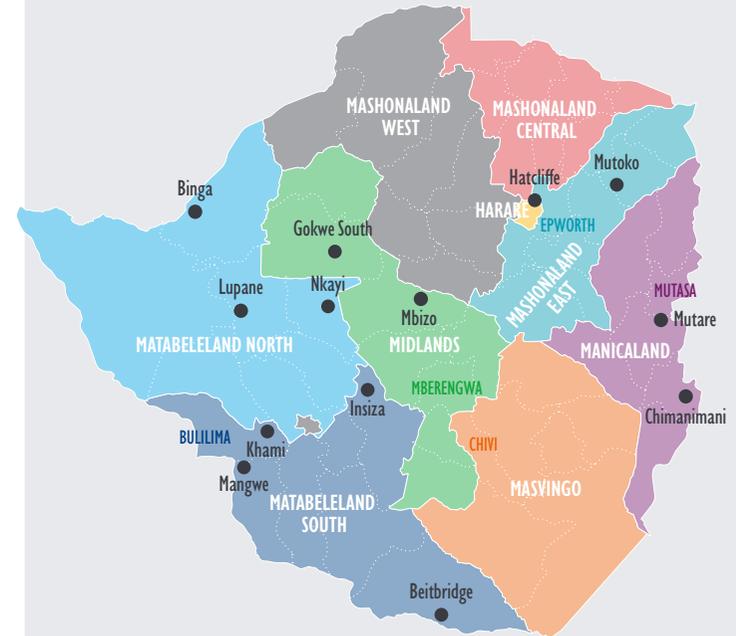
Upper primary to secondary



Supporting Adolescent Girls' Education (SAGE)

Plan International UK
August 2018 – July 2023

10 to 19-year old, out-of-school girls



3
projects



224,640
girls reached

Improving girls' Access through Transforming Education (IGATE)

Activities:

- Delivered remedial English and numeracy classes at secondary level for girls who were identified as performing poorly
- Delivered a community-based learning initiative for out-of-school girls, focusing on literacy, numeracy, and financial and entrepreneurial skills, through local facilitators
- Trained teachers to help girls and boys reach functional literacy and numeracy
- Trained teachers to use gender-sensitive and inclusive approaches
- Developed and strengthened school and community-based leadership clubs to enhance girls' leadership and life skills
- Strengthened champions for girls' education, including religious groups, through community-based action plans that addressed negative social norms and practices in regard to girls' education

Lead organisation: World Vision UK

Key partner organisations: CARE International UK, CARE International Zimbabwe, World Vision International Zimbabwe, Union for the Development of Apostolic Churches in Zimbabwe, Emthonjeni Women's Forum, SNV and Open University

Education focus: Primary to secondary and community-based education

Project duration: April 2017 – January 2022

Target beneficiaries: 35,290 marginalised girls

Value for Money score: Good. Community support for girls' education was high at endline, despite challenging circumstances, such as COVID-19 and school closures. There was strong evidence of support for and endorsement of new participatory teaching practices, the use of diagnostic tools, learning materials, catch-up strategies and remediation in schools. Ministry officials attributed improvements in learning outcomes to the methods introduced by IGATE.

The Virtuous Cycle of Girls' Education

Activities:

- Learner Guide Programme where Learner Guides (local young women who are recent school graduates) provided support to improve the educational achievements of marginalised girls, expanding their life choices and enabling them to become 'edu-preneurs'
- A life skills curriculum (My Better World) delivered by Learner Guides to improve confidence and rights' awareness
- A programme of transition and learning support for post-school girls involving financial literacy, sexual and reproductive health education and entrepreneurship
- Low-cost, self-study resources such as Learning to Learn in English and e-readers to address the issue of English as a language of instruction
- Improved teacher motivation, engagement and attendance through centres that provide teacher support and training
- Individualised tracking system that followed girls through and beyond school to assess the impact of the project
- Access to Kiva loans to enable business start-ups

Lead organisation: Camfed International

Key partner organisations: Camfed Tanzania, Camfed Zambia and Camfed Zimbabwe

Education focus: Upper primary to secondary

Project duration: April 2017 – January 2022

Target beneficiaries: 172,850 marginalised girls

Value for Money score: Very good. The community networks established by the project are expected to benefit the schools that CAMFED works with after project completion. CAMFED shared its experiences with the Ministry of Primary and Secondary Education and supported the government to develop its priorities for secondary school education. Informed by CAMFED's experience, the Ministry is developing an Inclusive Education Policy for all marginalised students (including girls and disabled students).

Supporting Adolescent Girls' Education (SAGE)

Activities:

- Providing out-of-school girls with high-quality, accelerated learning in Community-Based Learning Hubs and eliminating barriers to education by providing free, accessible, inclusive and flexible learning opportunities
- Supporting girls to transition back into school through mentoring and engaging with government education staff
- Supporting adolescent girls and boys to improve their self-esteem and life skills by exploring issues such as sexual and reproductive health and rights
- Improving access to Village Savings and Loans Associations and financial resources, community-based vocational training and local business mentor schemes to increase opportunities for girls and their families
- Working with communities including men, boys and local leaders to understand and reflect on gender norms and adopt more gender-sensitive attitudes, encouraging them to support girls, including those with disabilities, using intergenerational dialogue and positive male role models
- Sharing evidence, research and learning – including girls' own voices and experiences – with stakeholders to help them be more responsive to the needs of out-of-school girls

Lead organisation: Plan International UK

Key partner organisations: Apostolic Women's Empowerment Trust, Christian Blind Mission, ECONET Wireless, Plan International Zimbabwe, The Open University UK

Education focus: 10-19 year old, out-of-school girls

Project duration: August 2018 – July 2023

Target beneficiaries: 16,500 marginalised girls

Value for Money score: Good. The SAGE project is highly relevant and adapts to girls' immediate and longer-term needs, especially during COVID-19. The midline evaluation indicates a potentially sustainable engagement with the government and teacher training colleges on inclusive education.