



IGATE-T: 2017 - 2021



Promoting education and gender equity in rural Zimbabwe since 2017

Since 2017, the Improving Gender Attitudes, Transition, and Education (IGATE-T) project has empowered Zimbabwe's most vulnerable youth by increasing education quality, and improving attitudes towards education. The World Vision-led project is funded through FCDO UK's Girls Education Challenge and implemented in partnership with the Union for the Development of the Apostolic Church in Zimbabwe Africa, Open University, World Bicycle Relief, the Emthonjeni Women's Forum, SNV, and CARE International.

All four IGATE-T project channels adapted to the COVID-19 pandemic to support **123,000** marginalised girls and boys in Zimbabwe through 9 months of lockdown

Leadership



1,188
Mentors trained in schools

613
School and community-based clubs

Whole School Development



1,717
Primary and secondary teachers trained

14,426
Study guides distributed

Community-Based Education



3,387
Out of school girls engaged in CBE

15,276
Learners in community learning circles

Community Attitudes

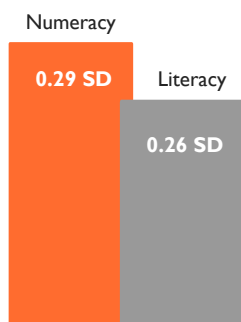


298
Child protection committees supported

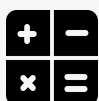
444
School communities reached

Increased Learning

IGATE-T improved learning:



Learners **experienced significant, positive improvements** in literacy (0.26 SD) and numeracy (0.29 SD) skills since midline



Learners' confidence in basic literacy and numeracy skills, gained through CLCS, enabled successful transition back to school after lockdowns

8%

decrease in teacher absenteeism in the treatment group, compared to 2% decrease in the control group

Transition and Sustainability

75%

of OOS girls who completed CBE experienced positive transition outcomes*

*This includes self-employment, attachments, and other training or education

Transition rates have fallen for in-school learners since baseline, but remain high at **85%**.



Ministry officials endorse IGATE-T activities such as teacher professional development, CBE, use of diagnostic tools, and catch-up strategies.



Caregivers reduced chore burdens by 17 minutes per day for girls in IGATE-T communities.

Value for Money:



IGATE-T cost **£376 GBP per participant** and achieved learning gains equivalent to **0.6 additional years of schooling** (compared to control group). This is on par with other GEC-T projects.



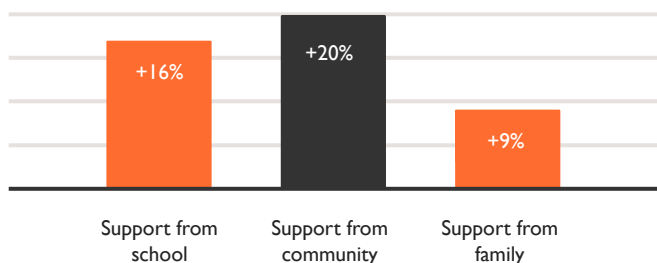
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IGATE-T is making learning environments better:

Increasing support across society:



Bicycles for Educational Empowerment:



9,247

Students across Zimbabwe received bicycles to improve access to school

Improving resilience and protection:



CLCs promoted **resilience and positive coping mechanisms** among participants during lockdown



Increased reporting of abuse cases and **support provided to victims of gender based violence**



Girls demonstrate **more leadership skills and have improved Youth Leadership Index scores** compared to midline



More support is seen among caregivers and the Ministry for **pregnant girls and young mothers**

Helping the marginalised

IGATE-T is supporting some of the world's most marginalised children, who had the following characteristics:

19%



Orphans

40%



Living without parents

55%



Cannot afford basic needs

28%



Often went to bed hungry

>99%



Rural households

32%



Travel over 30 min to school

5%



Had a disability

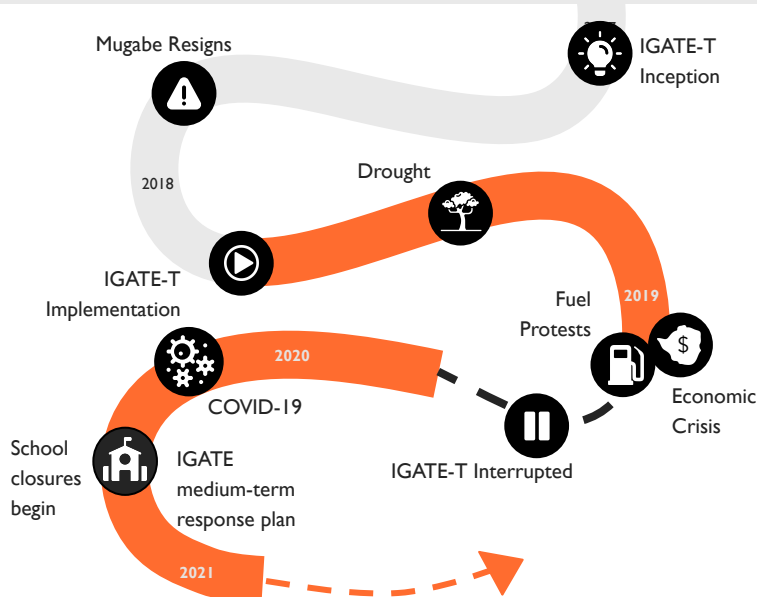
41%



Come from Apostolic households

Challenging context, hopeful future

IGATE-T coincided with a challenging period in Zimbabwe's history, but was able to rapidly adapt to respond to crises.



IGATE-T improved Girls Education Challenge measures of sustainability.

How IGATE-T is creating a **sustainable** future:



Demonstrating positive learning models in school and community



Establishing network of support for girls in their communities



Capacity building allows for teachers' continuous learning