



ZIMBABWE

Leading Learning for Gender Equity



Improved teaching and learning
outcomes in the Zimbabwe school
system for all young people,
especially girls

Key objectives

- A society in which all young people in schools in Zimbabwe, especially girls, have the opportunity to achieve equitable outcomes in education and reach their potential in life
- Improved teaching and learning outcomes in the Zimbabwe school system for all young people, especially girls, by providing school leaders and teachers in primary and secondary schools with the opportunity to:
 - Recognise gendered barriers that affect girls' and boys' access to education and the quality of education
 - Change underlying values and norms that support gender inequality
 - Support all young people to be active, engaged global citizens
 - Implement gender-sensitive and gender-responsive policies, practices and pedagogy in their schools



MoPSE officials, School heads and British Council staff at reflection workshop, Beitbridge, 16–19 March, 2022

About the project

- Based on British Council's successful Connecting Classrooms Project in Zimbabwe
- Leading Learning for Gender Equality aims to improve learning outcomes for young people in school, especially girls
- Pilot provides in-service continuing professional development (CPD) on gender-responsive approach to teachers and school leaders in schools with limited resources in three districts in Zimbabwe
- Collaboration with Colleges of Education and Ministry of Primary and Secondary Education (MoPSE) to roll out programme to all primary and secondary government schools through pre-service teacher training and in-service CPD

Why it matters

- Only 14% of girls in Zimbabwe complete upper secondary school, and only 1% of the poorest girls (UNICEF 2021)
- Most girls leave school soon after O-level, with many not even reaching secondary school
- Girls from poor families in rural areas more likely to drop out of school, since daughters can bring lobola (bride price)
- Gender bias of teachers and school leaders and design of learning environment negatively impacts girls' academic performance and choice of field of study (World Bank 2021)



“I have been a head for 28 years and I am now seeing things differently. I wish I had known about these skills earlier. I am no longer driving the teachers to do things, they are driving themselves.”



Ms Ivy Mleya,
Head,
Nuli Primary School

Key activities

Gender analysis of Zimbabwean educational context

Needs and gap analysis: assessment of the school leaders' needs and capability to provide transformative school leadership for gender equality in and through education

Group schools and select school leaders and teachers to attend training workshops

Group schools into clusters and select school leaders and teachers to attend face-to-face or online workshops

School leader and teacher training

Workshops: 2–4 days
In-school project work and webinars: 6–8 weeks
Reflection workshop on in-school projects: 1–2 days

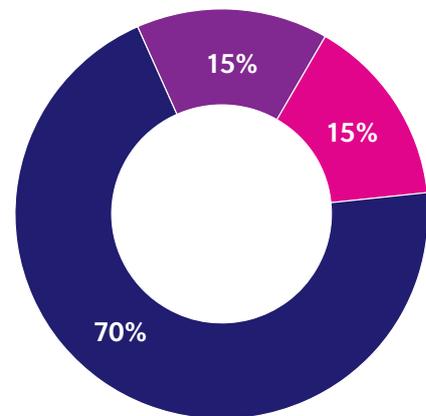
Impact evaluation

Evaluate impact of pilot programme to inform the rollout to all primary and secondary government schools in Zimbabwe

Build engagement with key stakeholders: Colleges of Education and MoPSE

Key stakeholders indicate support and provide pre-service teacher training and in-service CPD for rollout of the programme

● How teachers teach and principals lead
● Resources
● Structures



Impact of teaching and leadership on student outcomes (Barber M, Whelan F & Clark M (2010) Capturing the leadership premium. United States: McKinsey.)

Our partners

- The British Council has been supporting education in Zimbabwe for over 12 years through its successful Connecting Classrooms Project
- Zimbabwe Ministry of Primary and Secondary Education (MoPSE)
- Higherlife Foundation established in 1996 to educate and empower women and girls in Africa to bring about positive change in their society

Theory of Change

Activities

Gender analysis of Zimbabwean educational context

Group schools into clusters and select school leaders and teachers to attend training workshops

School leader and teacher training:

- Workshops
- In-school project work and webinars
- Reflection workshop on in-school projects

Conduct impact evaluation

Build engagement with key stakeholders: Colleges of Education and MoPSE

Outputs

Education and School Leadership Study Report

Schools grouped into clusters for face-to-face or online training

School leaders and teachers attend workshops, webinars and complete in-school projects

M&E conducted to determine successes, gaps and lessons learnt from pilot

Key stakeholders engaged, meetings held

Outcomes

Needs and gap analysis: assessment of the school leaders' needs and capability to provide transformative school leadership for gender equality in and through education

School leaders and teachers selected to attend face-to-face or online training in school clusters

School leaders and teachers in primary and secondary schools in all provinces in Zimbabwe are trained to:

- Understand, recognise and respond to gender inequality in their schools
- Implement gender-sensitive and gender-responsive policies, practices and pedagogy

Findings of evaluation inform rollout of the programme to all primary and secondary government schools in Zimbabwe

Key stakeholders indicate support and provide pre-service teacher training and in-service CPD for rollout of programme

Impact

Improved teaching and learning outcomes in Zimbabwe schools for all young people, especially girls, through gender-sensitive and gender-responsive school policies, practices and teaching approaches that improve their retention, confidence and success in school and access to tertiary education and employment opportunities