


**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

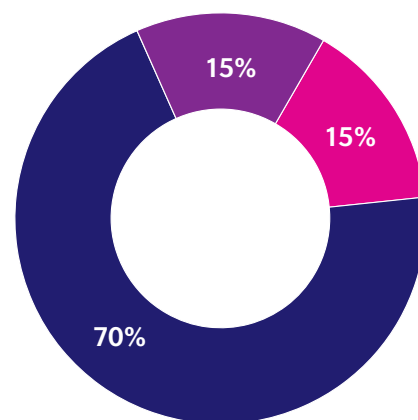
Build engagement  
with key stakeholders:  
Colleges of Education  
and MoPSE

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**