

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 DFID 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.

IGATE-T has reached over **65,000** marginalised girls and boys in Zimbabwe

Leadership Clubs

314
clubs established

9,742
female club participants

Teacher Development

122
secondary school teachers trained

1,163
primary school teachers trained

Community-Based Education

2,831
female participants

776
facilitators trained

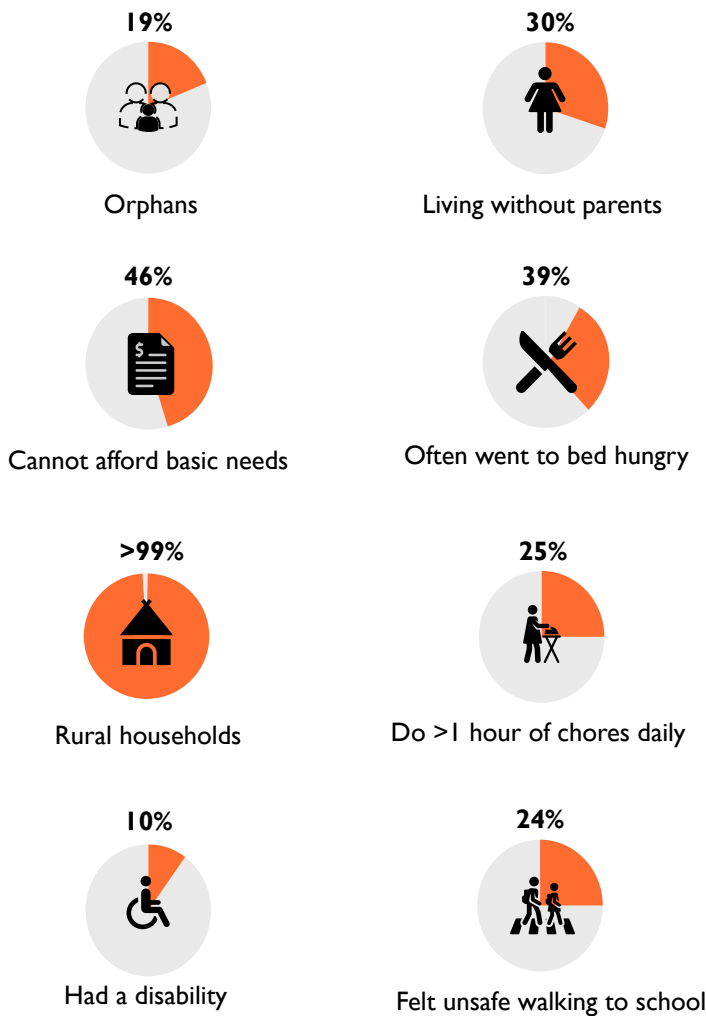
Community Attitudes

279
child protection committees

304
community engagement sessions

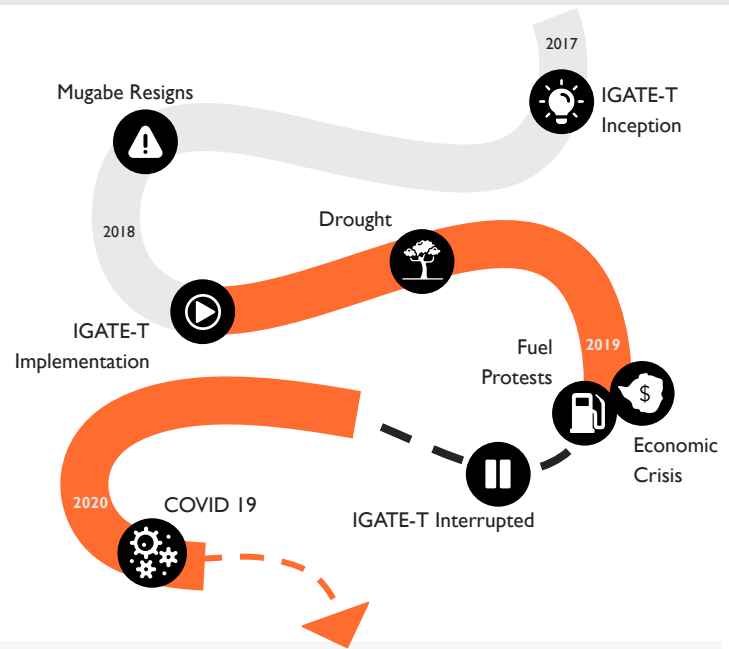
Helping the marginalised

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



Challenging context, hopeful future

IGATE-T coincided with a challenging period in Zimbabwe's history, but is on track to have a sustainable impact in communities.



IGATE-T improved Girls Education Challenge measures of sustainability.

How IGATE-T is creating a sustainable future:

Officials improved awareness of learning barriers

Leadership activities integrated into school calendars

Capacity building allows for teachers' continuous learning

See the second page to learn about IGATE-T's impact by midline.



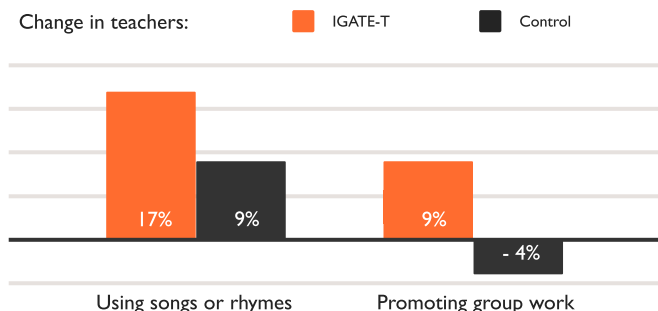
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IGATE-T is making learning environments better:

Teachers use more engaging methods:



Improving gender attitudes:



Households are **6% more likely to contribute** to girls' education



Communities are creating resources to **support victims of gender based violence** and prevent abuse



Girls express **more confidence in advocating for their education**



Religious leaders **condemn early marriage** and encourage girls to finish school

Improving attendance:

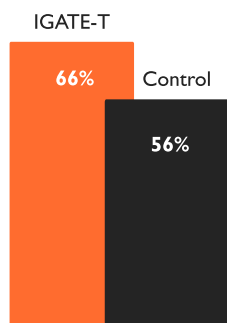


48%

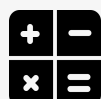
decrease in absenteeism from provided bicycles

Learning

IGATE-T improved basic literacy skills:



IGATE-T led to a **10% improvement in phonics**, which is essential for reading and fluency.



IGATE-T and control girls experienced similar gains in other basic reading and maths skills.

Improvements in foundational literacy is a first step before gains are possible in the future.

Transition



Successful transition:

- In a higher school grade
- Enrolled in technical training
- If 18 or over: employed



Unsuccessful transition:

- Dropped out of school
- Repeating a grade
- If under 18: employment

90%

of beneficiaries successfully transitioned.*

*This is a 0.54 percentage point **improvement** for IGATE-T beneficiaries, compared to a control. Improvement is difficult since initial **transition rates were above 94%**.

Benefiting those in need



Girls with the lowest literacy scores at baseline saw **transition rates increase by 5%** more than those in the control group.